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ABSTRACT

The 24 participants attended an Education Professions Development Act (EPDA) institute during the summer of 1970 which was designed to train elementary teachers to develop an awareness of occupations in their children, an ability to utilize community resources, and an ability to articulate and integrate vocational awareness in the elementary school curriculum. Activities included a number of speakers, field trips, group work in preparing, executing, and evaluating a unit on an occupation, individual work reviewing literature concerning vocational education, and/or awareness, and developing an action plan. Participant interest contributed to the success of the institute. Evaluation summaries by a local director of occupational education, unit plans, individual unit and institute evaluations, action plans, and individual literature reviews are included in the report. (SB)

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MATERIALS PREPARED

BY

PARTICIPANTS

IN

EPDA VOCATIONAL AWARENESS INSTITUTE

SUMMER 1970

FOR

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T A B L E O F C O N T E N T S

Introduction

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INTRODUCTION

I authorized the strangest requisition for this project. It read "One Head, Straighten Hair, $4.50." It was for a demonstration for the beautician's occupation with one of the black Adams Summer School girls as the model and a black beauty operator doing a hair straightening job on her.

This has a significance because one of the outcomes of the institute was development of a better understanding of other ethnic groups.

The primary objective of the institute, was to train teachers to be able to develop an awareness of occupations in their children. They were to develop the ability to utilize community resources. They also were to determine how to articulate and integrate vocational awareness in their regular academic curriculum.

SPEAKERS SET STAGE

The activities of the institute included a number of speakers who set the stage philosophically. These included people like:

Mr. Bob Lynch, local Oldsmobile dealer, who stressed the need for vocational education for his business. He pointed out that aside from the managers there were no automotive industry personnel in the Yakima area with a college degree, while there were a large number with an income in excess of $10,000 per year.

Mr. Cliff Ferguson, assistant manager of the Local Employment Security Department office, discussed the occupational structure of the area and discussed manpower training plans.

Mr. Douglas Eliason, apprenticeship coordinator for the State Department of Labor and Industries, explained excellent opportunities through apprenticeship programs.

Mr. George Pilant, director of the state Vocational Research Coordinating Unit, spoke to us regarding how our Vocational Awareness program fit into the picture nationally. He also discussed the use of ERIC in research.

Mrs. Mona Stacey, elementary supervisor with Yakima School District, described how the materials from this institute might be incorporated into the regular academic year program.

Mr. Wilbur Magnus, a teacher in the district, made a presentation on how antiques and collectables might be used in a program of vocational awareness.

Mr. Bill Demick, Eisenhower Distributive Education Instructor, described the DE program to the institute.

Mr. Robert Heimgartner, Eisenhower Vocational Agriculture Inststructor, explained the role of Vocational Agriculture to the participants.

Mr. Don Cox and Mr. Les Zehr, vocational counselors at Eisenhower and Davis High Schools, respectively, explained the role of Vocational Counseling at the high school level.

Mr. Pat Nagle, Director of the Sidewalk Academy, explained the dropout program.

Mr. Ernie Solowan and Mr. Bob McLaughlin of Davis explained Trade and Industrial Education classes and thier own in printing and electronics specifically.

Mr. Al Edmonston, representing the Yakima Valley College Vocational Division, presented their program.

Mr. Bill Munson, placement officer with Yakima Valley College described some of the counseling, vocational, and placement problems at the college.

Mr. Larry Baker of the Southeast Community Center, discussed many of the problems of employment for the minority person.

Mr. Ron Berg, supervisor of guidance and counseling with the State Division of Vocational Education, participated in the institute by explaining his program and pointing out some of the concerns that elementary teachers should have.

Mr. Tom Straka, Vocational Director in Kent School District, discussed project GIVE in their district, which is a research based program for elementary Vocational Education.

Mrs. Meryl Fishback and Mrs. Karen Garrison, who were members of a team (which included Mrs. Reesa Zuber) that did a survey for consumer education, explained what they had discovered about foods, clothing, and housing for disadvantaged persons.

Representative Marjorie Lynch spoke to the group on observations she had that might influence Vocational Awareness.

PARTICIPANTS TAKE FIELD TRIPS

Participant field trips were used to broaden the occupational awareness on the part of the Institute participants. A ten million dollar mall is under construcion in the heart of Yakima. A visit to this construction site showed the various jobs as explained by the project supervisor.

We also visited the Selah Creek Bridge construction near Yakima. This bridge will be the highest of it's type on the North American continent. Many construction type occupations were observed there. On both of these field trips we noted the involvement of other ethnic groups.

Many of the participants had never visited a bakery, so we went to Snyder's Bakery.

One of our field trips was to the Hanford Area where we observed the numerous occupations relating to the atomic reactors and Batelles research activities. Mr. C.J. Mitchell of Batelle related their efforts in the direction of opening jobs for minority members.

TEACHING VOCATIONAL AWARENESS TO THE DISADVANTAGED

A focal activity was a week where a team of three teachers worked with one of the classroom groups at the Adams Summer School (financed through Urban, Racial, Disadvantaged, and Migrant funds). Our 24 participants were divided up into 8 teams of three. As near as we could each team presented a combination of primary and intermediate grade teachers. The children of each class represented grades 1-6 (which created some unique problems). The regular teaching staff of the Summer School also remained with the group, which included an aide as well as the regular teachers. Each institute team prepared, exicuted, and evaluated a unit on an occupation or an occupational family.

RESEARCH

Each participant reviewed at least one piece of literature concerning Vocational Education and/or specifically Elementary Vocational Awareness. There was a dearth of material on Vocational Awareness. ERIC microfiche was made available to participants for study in this area.

ACTION PLAN

Each participant was required to develop either jointly or separately an action plan to be utilized during the regular academic year. There were two elementary principals involved, and each had teachers from his building in the institute. They jointly worked out plans. Some of the groups came up with inovative ideas that would be enhanced by financial aid and therefore will be submitted to the Coordinating Council and/or Superintendent of Public Instruction office for possible financing.

THE DIRECTORS EVALUATION OF INSTITUTE

The Institute was an unqualified success. Participant interest was high. The action plans reveal intent on the part of the participants to utilize the philosophical foundations and methodology presented. Subjectively, there is no doubt in my mind that what we have at least 24 disciples of Vocational Awareness in the elementary schools. The number may well go beyond that to include the Summer School staff who became aware of our efforts through their involvement.

It is my understanding that our State Directors of URD and Migrant programs were pleased with the dual involvement and recognized it as a successful venture.

Because attitude measurement is so difficult, we may not be able to satisfy a statistician that we fully achieved our objectives, but, I am satisfied.

ACKNOWLEDGEMENTS

Helen Dean, a veteran primary teacher put off her retirement several weeks to assist us in this project. She also assisted in theeffort we had last year. Her experience, enthusiasm and congenial assistance were greatly appreciated.

Mr. James Crook, elementary counselor, also assisted us. He had helped with the intitial venture two years ago. His dedication to Vocational Awareness in it's totality and the EPDA Institute in particular are greatly appreciated. I hope we may see a continuation of his involvement.

Mrs. Carol Elder, who is my regular secretary consented to extend her employment to work with us in this project. Her ability to keep the paper flowing smoothly and to tie up loose ends contributed greatly to the success of this project. Her personal interest helped us to have a valuable institute program.

Mrs. CArolyn Dellinger was employed to assist in typing and duplicating institute material. This report is largely by her efforts. I want to personally thank her for her sincere service.

Shirley Rhoades, and Eisenhower student and Neighborhood Youth Corp enrollee was employed to duplicate and assemble this report and other class related materials. Her hard work and dedication to the job was appreciated.

Dr. Ron Frye, Chairman of the Department of Technology and Industrial Education, Central Washington State College has been a cooperator in the Vocational Awareness program. I am indebted to him for his suggestions.

I am also indebted to Mr. Derwood Frazier of the continuing Education Department, Central Washington State College for assisting us in making academic credits available to the institute participants.

Most of all I appreciated the institute participants who found that they could use unstructured time wisely in a climate created for learning, rather than, <u>just teaching</u>, and worked harder than they ever had in their lives (by their own statement).

ANTHOLOGY

This booklet is a collection of the work prepared by the previously mentioned participants. It contains evaluation summaries by Jim Crook, Unit plans by the institute teams, unit evaluations and institute evaluations prepared individually, plans for the next academic year prepared by action groups or individuals, and literature reviews prepared by individual institute participants.

VOCATIONAL AWARENESS

The two high schools in Yakima were beginning to offer a broader variety of vocational courses, they were good ones, chosen carefully to meet community needs and formed with labor-management advisory committees. But, enrollment results were disappointing. The vocational counselors had done their job, information had gone out to the students so they were aware of the existence of the classes, but why low enrollments?

Interrogate most students with, "What are you going to do when you finish high school?', the Pavlovian-like answer is, Where did all of the kids get the idea they should go to college." Had they not been told that at most 20% of them would be able to make use of a baccalaureate degree. Who was telling them that they must go to college to amount to anything, and when, and if, they took "vocational classes" they wouldn't be fitted for their college role.

JUNIOR HIGH - The junior high must be responsible. Hit them with Career Days; get the trades people in to tell their story. This smorgasbored - try a little of this, try a little of that, over indulgence, mental heartburn - helped some and was of some help, but it wasn't the answer.

About this time much discussion was occuring regarding early childhood education, Headstart, Follow-Through and the certainty of early attitude development. So if attitudes toward occupations and world of work had already been pretty well formed by the time they reached the Junior High perhaps we could reach them at elementary level. We reasoned that a summer involvement, studying occupations, would determine the degree of interest students at elementary level would have toward this sort of study, and secondly, that the already over-crowed elementary curriculum could not accept an additional course in occupational information.

In the summer of 1968, with a grant from the Research Coordinating Unit of the State Division of Vocational Education, the writer set out to explore feasibility of developing a broad appreciation of occupations on the part of fourth, fifth, and sixth graders. With the help of Jim Crook, an elementary counselor, thirty students were selected from the schools identified as disadvantaged in Yakima. The students were a cross section of the school population representing migrants, Blacks, Mexican-Americans and American Indians, as well as disadvantaged Whites, along with some not identified as disadvantaged.

Utilizing the resources of this diverse agricultural community this group explored occupations vertically and horizontally. That is, vertically considering all strata during a given field, and horizontally showing the great variety of occupations available. The means - field trips, speakers and class discussions. A real effort was made to make the study scietific. A pre and post test on attitudes was given to the study group as well as a control group. Due to uncontrollable variables, the results were scientifically inconclusive, but an informal persual of the tests readily revealed that the study group did indeed know about more occupations and did have more

definite ideas on an occupation for themselves.

The major objectives of this summer's work an conclusions are quoted from my report of April 1969, "The Development of Vocational Appreciation in the Elementary School". "Succinctly stated, the first objective was, 'To determine what concepts regarding vocational readiness and appreciation might be appropriate and meaningful for children at the 4th, 5th, and 6th grade levels.'

The following concepts were meaningful to the children of this study:

a) Children enjoy learning about occupations.
b) Children gain a better understanding of occupations when they can see, hear, touch, taste, and smell the processes involved.
c) Children express a positive attitude toward a broadened knowledge of the world of work.
d) Society needs all citizens to be productive. Man works to be happy, useful and successful. Productive work has dignity.
e) Education and training are made available so that people can learn to be productive members of society and earn money.
f) Work has many compensations. These include pay, fringe benefits, personal satisfaction, status and security.
g) Students must learn their own potentials(abilities, interests, and aptitudes) in order to intelligently prepare for the world of work.

Objective No. 2 was, "To study the various community resources in relation to an elementary school vocational appreciation program."

An agricultural community is rich in resources. A teacher desiring to incorprate an appreciation of vocations into their classroom may discover the best businesses and industries to explore by several means. Perhaps the simplest is a survey of the yellow pages in the local telephone directory. Another means is through the local director of vocational education or vocational counselor. The Employment Security Department may prove helpful. Each teacher must make his own contacts to make it meaningful. The teacher should be careful to explore the world of work broadly.

Objective No. 3 was, "To provide guidelines as to ways in which vocational appreciation might be incorporated in the mainstream of the elementary school curriculum."

Our objective was to return the experience of the program to all of the children in a way which it would be most practical and find its most extensive use. It was decided not to set it up as a separate course of study but to use an interdisciplinary approach. The study

of many occupations lends practical examples that can be applied to mathematics. History may be made interesting through a display and discussion of the tools, materials and precesses of days past. Communications (written, spoken and visual) become more relevant when taught within the framework of iminent useage in the world of work. Alert teachers can grasp many concepts from the world of work and apply them to existing curricula.

The area of social studies, most specifically economics, seems to correlate well with vocational awareness. The teachers who helped evaluate this program through the extension course, previously mentioned, considered many ways of returning this to the classroom and felt that economics would work best for them. Sample units are attached as appendix items.

Objective No. 4, "To provide significant experiences for the thirty children who participate in the program in relation to the building of a positive self concept and in relation to vocational appreciation," was accomplished. The opinions of the parents and children, previously expressed, establish the fact that these thirty children in Yakima School District No. 7 received an experience which for them will be memorable. They all became "experts" in the field of occupations."

Again, the Research Coordinating Unit was desirous of pursuing this further so the summer of 1969 was spent with another group of thirty youngsters. Having determined that intermediate level students benefited from occupational study, the big question was, "Could the interest of K - 3 students be held in this type of work?" The group consisted of a cross section of students from the disadvantaged area of town to the other extreme. The writers assistant this time was an experienced First Grade teacher. Again utilizing the resources of the community and the Northwest, the group studied such far reaching occupations as the sheet metal worker in a shop right next door to the school, the industrialized complex of the great port city of Seattle as viewed from an excursion boat. This writer's fears with the previous group was greater with this one, "How can we keep children this young interested for four hours a day for a month in occupations." After the first filed trip to a supermarket, my frustration threshold had nearly been reached. I had viewed sixty hands touching everything in sight, encountering countless dangers and apparently oblivious and insensitive to the purpose of the field trip. My fears were allayed when Mrs. Helen Dean, veteran of many forays with this age group, remarked "Well, that was a successful field trip." Then it all came back to me, children utilize all senses in learning; that it isn't until later that we have relegated their learning to "audio-visual". I then faced this group in a de-briefing session. To my amazement not only had this apparently attentive group grasped the intended objectives of the field trip, but they had perceived what their instructors had missed. With a normal attention span of twenty

minutes in a discussion group activity, this group excitedly talked about the trip for nearly an hour. This one example could be repeated with other trips and other methods. This youger group required more reinforcing activites such as role playing, "TV" presentations, art work, and puppetry. Another avenue that had become apparent because of the previous summer's acts of ommission was that parents wanted to become actively involved, so the second summer saw parents in attendance at classes and as participant-assistants on field trips. Also three parent-progress meetings were held during the program. Paren attitudes were visably changed. Occupational study became a full time thing, affecting other members of the family as well as the participating student. One other team member needed to be reached. We had touched the attitudes of the children, their parents, but what about their teacher. Would it be theoretical to say that teachers because of their background and training were unconciously a part of the problem, "Johny if you can't read better, you won't be able to go to college." Or "Susie, to be able to go to college you have to be able to work that arithmetic well."

Extension classes were held to report the forgo ing activities and conclusions to classroom teachers. They joined the crusade. "Vocational Awareness" has been the term to evolve. Not to force children into premature occupational decisions or tracks, or to inundate them with factual mninteresting occupational information, nor to give them watered down industrial arts, but to increase their perception, their sensitivity and their awareness of the world about them, especially the working world. Vocational awareness then is more of a philosophy then a procedure. Many methods have been developed and will be shared, but the key is caring about people and their ultimate satisfying station in life.

Have Vocational Awareness programs been a success? Perhaps, we will be able to tell by enrollments in vocational classes in the next six to ten years.

INSTITUTE PARTICIPANTS

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Don Drengson
Dorothy Duntley
Diana Fithian
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Paul Jenkins
Arno Johnson
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Margaret Mattson
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Connie Webley
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INSTITUTE STAFF

John Wilson, Director, Occupational Education, Yakima Public Schools

Helen Dean, Elementary Teacher, Yakima Public Schools

James Crook, Elementary Counselor, Yakima Public Schools

INSTITUTE CLERICAL STAFF

Carol Elder, Secretary

Carolyn Dellinger, Secretarial Aide

Shirley Rhoades, Neighborhood Youth Corp, Clerical Aide

UNIT LESSON PLANS

FIELD EXPERIENCES IN AGRICULTURE

Vocational Awareness Institute

Summer, 1970

Prepared by

Ethel Carter

Dorothy Duntley

Walt Webley

FIELD EXPERIENCES IN AGRICULTURE

The general purpose of this experience was to develop an awareness of the world of work, specifically in the area of agriculture.

OBJECTIVES:

1. To develop an awareness of job opportunities related to agriculture
2. To broaden the understandings and to extend the boundries of the classroom

SCHEDULE:

<u>First Day</u>

1. Introduction of unit.
2. Film, "Washington State Apple Land"
3. Follow-up discussion and activities related to the jobs of the orchardist.
4. Group activities centered around what the children thought they would like to do when they grew up.
5. Preparation for the field trip the following day.

<u>Second Day</u>

1. Field Trip to Johnson's Cherry orchard
2. Return trip via airport from which cherries are shipped
3. Discussion of workers seen on the job at the orchard
4. Writing of thank you lettersto Mr. Johnson

<u>Third Day</u>

1. Canning Cherries
2. Making Cookies (These activities were carried on in the Home Making room at Washington Junior High. Recipes attached)

3. Evaluation of cooking as related to cannery

4. Preparationfor field trip the following day

Fourth Day

1. Field trip to Snokist Packing Plant in Naches

2. Evaluation of field trip noting job opportunities

3. Thank you letters to Snokist Packing Plant (The route travelted to Naches was by way of the freeway and the return trip was via the Old Naches Highway where we were able to observe many orchard activities in route)

MATERIALS:

1. Film, "Washington State Apple Land"

2. I Want To Be series of books

3. Our Working World, SRA

4. Filmstrips,"Our Community, Living on a Farm"

5. Art supplies, newsprint, crayons

6. Letter writing materials

7. Pictures and brochures from Washington State Fruit Commission

8. Pictures and apple juice from Tree Top

9. Materials and ingredients for cooking Jars, lids, canner, cherries, sugar, flour, eggs, shortening, soda, salt, vanilla

CANNING CHERRIES

Pack washed cherries into clean jars to ½ inch from the top of the jar. Add heavy syrup (1 cup sugar to 1 cup water, heated to dissolve) to 1½ inches from the top of the jar. Fasten lids securely and process in hot water bath for 20 minutes.

CHERRY FILLED COOKIES

½ C. shortening

1 C. sugar

2½ C. flour

2 eggs

¼ t. soda

½ t. salt

1 t. vanilla

Cream together sugar and shortening, add eggs and mix well. Add remaining ingredients and mix well. Chill before forming cookies. Roll or pat dough and fill with the following:

Filling

1 C. pitted cherries

1/3 C. sugar

Juice of ½ lemon

1 T. flour

Cook together over medium heat until thick. Cool before filling cookies.

FIELD EXPERIENCES IN THE PAINTING INDUSTRY

Vocational Awareness Institute

Summer, 1970

Prepared by
Tom Berndt
Cherie Masion
Connie Webley

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Introduction to the World of Work -- Painting Name tags What do you want to be when you grow up? Preparation for Resource Speaker.	Field trip to Fort Simcoe Job Corps Center. Pre-apprentice ship painter.	Sign painter Students practice lettering with name. Make kool aid signs. Film strip: <u>As Others See You</u> Discuss: Kinds of people who make good workers. 1. conscienteous 2. golden rule	Group #1 to Standard Paint Group #2 L & P Body Shop -- Auto Painting.	Artist speak Non-objective painting. Student paint using powered paint and chalk.
RECESS (Swimming)	RECESS (Swimming)	RECESS (Swimming)	RECESS (Swimming)	RECESS (Swimming)
Resource Speaker Mr. Bates from Painters Union. Question and answer period.	1. Notices home to parents: a. clothing b. time c. teachers 2. Bus driver Place - pick-up 3. No swim, notify Red Cross.	Creative writing. Students write about the job they see in their picture. (aides acting as secretaries)	Groups change locations. Follow-up discussion Draw picture of favorite part of trip or things need to paint. (tools)	Film: Color is exciting.

Monday 9:00 - 10:15 a.m. Introduction to the World of Work

Occupations - - - - over 22,000

A. Pictures of occupations on opaque projector.

1. Discuss related jobs to main job pictured.
2. Background of jobs and requirements of jobs.

B. Pictures that relate to painting.

1. Men have always painted or drawn to show way of life. (Cavemen, Egyptians)
2. Paint protects.
3. Paint add color and beauty.
   a. Color makes us happy---circus
   b. It sets the mood for all life. ---favorite color and in selling.

C. Jobs that parents do---list on board.

1. We need many different kinds of workers, division of labor.
2. It gives us more time and allows us to get more done.

D. Division of labor at home.

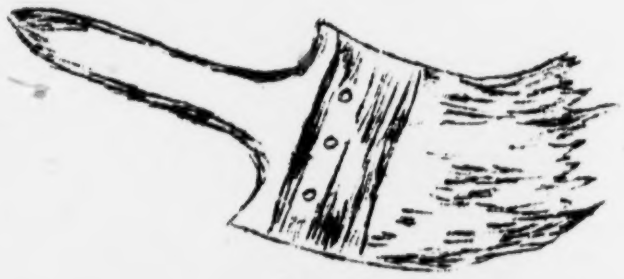
1. Share how each helps at home.

E. Creative dramatics.

1. Divide into small groups.
2. Have children pantomine an occupation they would like to do when they are adults.

F. Draw pictures. (Write brief explanations at top or have students do it.)

1. Dad working.
2. Mother working.
3. Jobs they do to help at home.



Monday 11:15 - 11:50 a.m. Resource speaker from Painters Local Union No. 995

To request a speaker one should call Mr. James A. Crabtree who is the Business Representative of Local No. 995. Mr. Crabtree arranged to have Mr. Bates talk to our class about the painting trade. Highlights of his presentation were as follows:

A. Step by step presentation of tools, explaining the care, use and many times cost of each item.

B. Discussing work habits, attitude etc. (Particularly good on internalizing "satisfaction" feelings).

C. Related abilities such as hanging vinyl wall covering. Distributing samples to children.

D. Question and answer period.

Tuesday - Field trip to Fort Simcoe and Fort Simcoe Job Corps Center.

Mr. Ed Cleary is the executive at Fort Simcoe through whom all field trips must be arranged. However, Mr. Bob Lewis is the teacher in charge of the pre-apprenticeship painting program and the person directly in charge of a tour of facilities. A field trip can be arranged by contacting either of these men at Fort Simcoe, 874-4400.

Highlights of our trip through the Job Corps Center included the following:

A. Seeing dormatories in the process of being re-painted. Mr. Lewis discussed the various jobs involved in getting ready to do the actual painting.

   1. Washing walls.
   2. Removing mop boards and switch plates.
   3. Joint cement and joint tape.
   4. Sanding.

B. We watched a man whose job was burning wood grain in plywood to get it ready to cover with a clear paint later.

C. In kitchen and dining halls we observed various surfaces and paint jobs.

D. Paint shop tour was excellent. Display of brushes and cut-away equipment was good attention holder.

The stop-over at Fort Simcoe was an excellent opportunity for the children to limber-up after being in a confining situation (mentally if not physically) for a long period of time. We ate sack lunches prepared by the school cook and had soft drinks and cookies provided by Vocational Awareness Institute funds. Buildings are closed for cleaning on Mondays and Tuesdays, scheduling of field trips should be done accordingly.

Wednesday 9:00 - 10:15 a.m. Sign Painting

To request a sign painter one could call Mr. Scott Wilson at GL 2-6032 or Mr. Don Crook at 966-2444.

Scott Wilson gave a presentation on the art of sign painting. The children seemed to enjoy this very much. Scott worked while he explained to the children what he was doing. He was able to get down to the level of many of the children.

Highlights of the presentation:

a) He explained the types of paint a sign painter uses. (liquid tempera)

b) He showed the types of brushes a sign painter uses.

c) He showed and explained the different types of lettering.

d) He helped the children as they painted their names on a paper.

e) He explained that you should outline the name with pencil before painting the name.

f) He painted a Kool Aid sign and explained the lay-out of the sign.

g) He helped the children as they painted their own sign.

h) He took the time to paint each of the children's name on a paper and then autographed them.

Wednesday 11 - 11:50 a.m.

Creative writing on occupations.

Each child chose his or her own picture and then was to write on what occupation they saw in the picture.

Thursday 9:00 - 11:30 a.m. Field Trip

A. Standard Paint and Wallpaper
B. L & P Body Shop

To request a field trip to Standard Paint and Wallpaper one can contact Dick Myers, or anyone at this number. GL 3-3171.

Fran Coultard gave us the tour through Standard Paint and Wallpaper. This was a very educational trip in that Fran took the time to show and explain to us the tools and supplies a painter uses.

Highlights of this field trip.

a) The section on wallpaper. (flock-vinyl-paper)

b) Different types of paint supplies.

c) Different types of painting tools.

d) Operation of warehouse.

e) Picture framing department.

f) Paint mixing machines.

g) Receiving paint sticks with candy bars attached to them. (At least the kids thought so.)

To request a field trip to L & P Body Shop one can call Vern Paulson at GL 7-8837.

Vern Paulson was our tour guide. He did a very excellent job in that he took the time to explain all the different stages of repairing a wrecked car.

a) Body work and repair.

b) Sanding and finish work.

c) Masking or taping of the car.

d) Priming and painting of the car.

e) Different types of paint finishes.

f) Painting and lettering of race cars.

Friday 9:00 - 10:15 a.m. Resource Speaker on Oil Painting

Mrs. Jeanne Eichwald brought in several of the paintings she had done. Her talk included these highlights:

A. Background, how she started painting.

B. Self-expression.

C. Non-objective art.

D. Various art techniques.

a. filling the paper. (or canvas)
b. complementry or contrasting color.
c. freedom of movement.

E. Satisfaction and good feeling.

F. Knowing when you're done.

Each child was given paper, dry tempra and chalk to sketch with, brushes and water. The children did excellent work, using techniques Mrs. Eichwald had discussed. The paintings were formed into a montage on one bulletin board and were enjoyed by the children and the adult personnel as well.

Friday 11:15 - 11:30 a.m. Review of the week's activities and film on using color.

Discovering Color is the title of the film used to stimulate thinking on the future use of color in painting by the class. This is from the Central Washington State College Film Library.

The follow-up discussion was done in a very informal way, simply mentioning the various resource speakers and field trips taken during the week. Since there was a speaker on Monday, Wednesday, and Friday, and field trips on Both Tuesday and Thursday the discussion was easily structured on a daily basis.

SUPPLEMENTARY ACTIVITIES

Exercise

1. Cherry picker
2. Pogo tester
3. Trench digger
4. Cowboy lassoing
5. Lumber jack chopping and sawing
6. Carpenter
7. Painter

Songs

A ha this away
A ha that away
A ha this away
Then O then

When I was a painter,
A painter, a painter,
When I was a painter
Then O then

(Do appropriate action for verse)
Supplements:
fisherman
carpenter
lumber jack
cook
doctor etc.

I've Been Working on the Railroad.

SUPPLEMENTARY ACTIVITIES

Painting

I love to splish and splash in paint.
To swoosh and splat and splatter.

I may not be the neatest yet,
But does it really matter?

The mess I make...I'll clean it up!
I wouldn't ever leave it!

The paintings fun and when its done,
You just won't believe it!

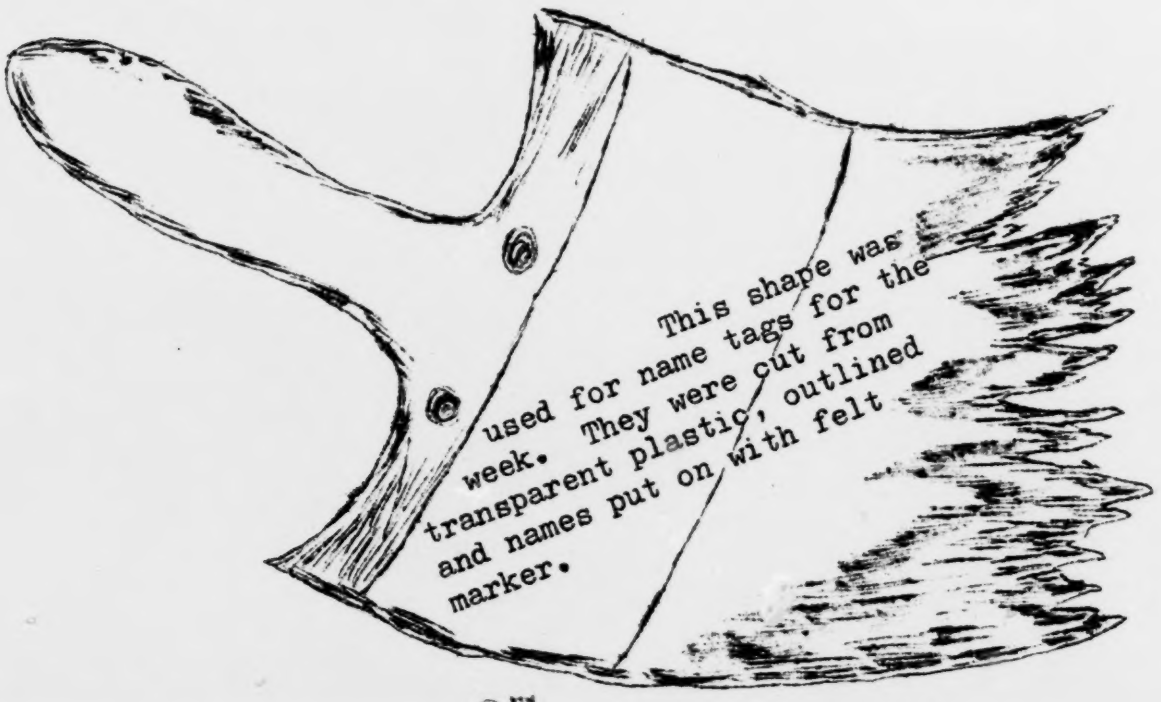
The Painter

You must, I think be very strong
To be a painter all day long.
For though your arm gets oh so tire
If you should stop,
you might get fired!

Job Card or Boardwork Activities

1. Draw a picture of a painter.
2. Build a paint store with blocks or draw a picture of a paint store.
3. Draw pictures of things that are often painted.
4. Draw a sequence of painting. What happens first? What do you do next? What happens after that? How do you know the job is finished? (Don't forget about tools and equipment.)
5. There are many kinds of painters. Writer down at least 5.
6. Make sentences using these words:

1. paint	4. ladder
2. brush	5. bucket
3. scaffold	6. broad knife


This shape was
used for name tags for the
week. They were cut from
transparent plastic, outlined
and names put on with felt
marker.

FIELD EXPERIENCES IN COMMUNICATIONS

Vocational Awareness Institute

Summer, 1970

Prepared by

Carol L. Butler

Del Cherrington

Jim Moore

Communication Helpers

1. Television men
2. Telephone workers
3. Radio Workers
4. Miscellaneous

Instructors

Carol L. Butler
Del Cherrington
Jim Moore

Objectives

1. To make elementary children aware of communication helpers.
2. To make elementary children aware of and develop and appreciation for the world of work.
3. To make elementary children aware of vocabulary related to the world of work in communications.
4. To provide for a variety of activities through the use of field trips and resourse persons to gain information regarding work in communication.
5. To provide opportunities for expression through creative writing, creative dramatics, and art.
6. To develop skills in research.

Materials

1. Films
2. Filmstrip & record
3. Crystal sets
4. Video-tape
5. Library books
6. Puppets - student made or prepared
7. Writing materials
8. Art materials
    a. Paints
    b. Clay

Introduce Communication Workers

1. Show film Communication for Beginners (10 min.)
2. Discuss job shown in the film.
3. Draw a picture of the communication work that was of interest to them.
4. Write a creative story about the types of communication work that was of interest to them.
5. List all the types of jobs related to communications.

Video-tape - purpose:
1. create interest in the unit
2. motivational device for the T.V. section of the unit

1. Introduce the equipment and assemble it.
2. Have students name the different uses of the video-tape.
3. Tape and review class for a brief time to get them acquainted with the equipment's use before taping regular class activities.
4. Remind students that T.V. personalities are not camera conscious.
5. Video-tape directed activities for 15-20 min.

Follow-up activities

1. Play back tape from video equipment
2. Draw a picture of themselves as seen on T.V.
3. Write-up and develop own short T.V. program.

Television Workers

A.

1. Introduction of T.V. workers.
2. Resource person to discuss his job as a T.V. newsman and other types of work involved in television (Milt Schwenk, KNDO)
    a. 15 min.-25 min. Background of T.V.
3. Follow-up
    a. Role playing of T.V. jobs
    b. Discussion
    c. Write thank-you letters

B. List and develop questions about jobs at T.V. station

1. Jom Nolan - resource person
    a. told about his background in getting into television
    b. discussed the many types of jobs done in television
    c. directed questions to the children regarding jobs they would like to have at the television station.
2. This can be done as an interviewing type activity using the video-tape while Jom Nolan is interviewing each child.

Radio Workers

1. Introduction - Types of Radio
    a. Commercial - selling, entertainment, information
    b. Short wave - emergency, civil defense, police, fire, ambulance, taxis, county and city vehicles, laundry trucks, repair trucks, highway construction trucks, pleasure
2. Fieldtrips and Resource Persons
    a. Local radio stations
    b. John Adams - Hamm radio in truck
    c. Sg. Hubbard - Hamm radioman
    d. Don Ide - contact for information
3. Follow-up Activities
    a. Build crystal sets - upper grades
    b. Make radio commercials
    c. Use a tape recorder to make a radio program

Telephone Workers

1. Introduction to telephone communications
2. Aids in Developing Unit
    a. Resource persons - Contact Betty Burns (call collett 509-80576) Lineman climbedpole, Spilcer climbedladder on truck, showed tools
    b. Tele-trainers for class to use (Mrs. Burns)
    c. Filmstrip and record Telephone Workers
    d. Films from Pacific Northwest Bell
3. Fieldtrip to Yakima Telephone Traffic Dept. (suggested for upper grades)
4. Follow-up Activities
    a. Write thank-you letters to resource persons
    b. Write a creative story on fieldtrip experiences
    c. Telephone courtesy/how to use telephone

Other Suggested Activities

1. Newspaper
2. Advertising Agencies - printing, signs
3. Sign language
4. Morse Code
5. Space Exploration - Tel-Star
6. Military - Eiring Center, Marine Reserve Center (So. 16th Ave.
7. Telegraph
8. Weather

FIELD EXPERIENCES IN AERO-SPACE

Vocational Awareness Institute

Summer, 1970

Prepared by

Don Ramsey

Paul Jenkins

Nada Jarvis

INTRODUCTION

How important is work? One of our institute speakers suggests that work is a "life style". If this has validity then work becomes extremely important to an individual.

With this in mind our team of three teachers from the E.P.D.A. Institute prepared a one week unit on occupational awareness. Forty students from the Adams summer school were made available.

OBJECTIVES

Our objectives were to help children become more aware of the world of work, to introduce children to many new jobs, to skills needed to satisfactorly perform the jobs, to training needed to learn these skills, and how to go about getting the training.

Most of all we tried to develop an awareness that a business, such as the airport, needs many people of different occupations, different ages, different sexes and different races, all working together to produce an efficient center.

SCHEDULE AND PLANS

Monday

9:00-9:10 Large group orientation
9:10-9:30 Small group instruction
9:30-11:30 Field trip to airport terminal

A. Station I

1. Gift shop - Lee Davis
2. Rent-A-Car
3. Concave
4. Restaurant
5. Food Vending Area
6. Pacific Air

B. Station II

1. Crop dusting plane (Bob McIlvain)

C. Station III

1. Fire Station (Lt. MacIntosh)

11:30-12:00 Small group follow-up discussion
12:00-12:30 Lunch

Tuesday

9:00-9:30 Scrap book activity - transparency "How a plane flies"
9:30-11:30 Field trip to airport

A. Station I

1. Helicopter service (Don Larson)

B. Station II

1. Mr. Wadman (view race plane construction)

C. Station III

Nola-Decota

1. Maintenance shop
2. Small plane on field inspection

11:30-12:00 Listening Center (World of Work"
12:00-12:30 Lunch

Wednesday

9:00- 9:30 Film strip - How a Rocket Works
Transparencies - types of rockets, how a plane flies

9:30-11:30 Field trip - Yakima Firing Center
Host - Lt. Colonel Johnson, Deputy Post Commander

A. Station I

1. Fire Station

B. Station II

1. Air Field
   a. helicopter demonstration and inspection
   b. model rocket firing
   c. Control tower

C. Station III

1. Tank maintenance shop
2. Tank demonstration and inspection

D. Station IV

1. Mess Hall
   a. Kool-Aid and cookies

11:30-12:00 Scrap book and dittos - how a plane is like a bird
- how a plane is like a fish

12:00-12:30 Lunch

Thursday

9:00- 9:30 Film strip - A Trip to Grandmother's House

9:30- 9:45 Construction of glidders

9:45-10:45 Swimming

10:45-11:15 Construction of glidders

11:15-11:30 Glidder demonstration

11:30-12:00 "Flying Club" Danny Lewis demonstrating gas model on a tether

12:00-12:30 Lunch

MATERIALS USED

1. Rubber band and glidder type airplanes
2. Library books on vocations
3. Mural painting
4. Films
   a. How an Airplane Flies
   b. Let's Take and Airplane Trip
5. Film Strips
   a. A Trip to Grandmother's House
   b. How a Plane Flies
   c. How a Rocket Works
6. Our Wcrking World - Families at Work (recorded lessons)
7. Model Rockets
8. Student scrap books
9. Third grade aerospace unit for the Yakima Schools
10. Transparencies
    a. Parts of a plane
    b. types of rockets
    c. how a plane flies
11. Student dittos
    a. parts of a plane
    b. how to make a glidder
    c. how to make a paper rocket
    d. how a plane is like a bird
    e. how a plane is like a fish
    f. parts of a plane
    g. instrument panel on a plane
    h. how a plane flies

FIELDTRIPS

In planning our fieldtrips we found we could have the services of five teachers, four aides and a N.Y.C. student. It seemed feasible to break the class of 40 students into three small groups, and to rotate the groups at our fieldtrip sites. This took some extra planning and a visit to each of our hosts. The idea was met with approval except for one visit. This employer was hort on time and felt he could work just as well with the large group.

In retrospect, we feel the small groups offered the children a better opportunity to see, to hear, to question and often to feel and smell. It also gave the teacher a better opportunity to meet the individual needs of the children, who ranged in age from 6 to 13 years.

1. Airport manager's office (contact Al Ring, Asst. Airport manager) Mr. Ring explained his job and the job of the Airport Manager. He took us on a tour of the concoarse, including visits to the Rent-A-Car Agencies, gift shop, restaurant, food dispensers, restrooms, taxi stand, newspaper machines and janitorial services.

2. West Coast Airlines (contact Ron Centry, manager) Mr. Centry explained the jobs "out-front" and then took the group through the operations room and the loading area.

3. Crop duster (contact Mr. Bob McIlvain, pilot) Mr. McIlvain parked a dusgin plane at the end of ConcoarseI. The children were allowed through the gate onto the ramp.

4. Fire Station #4 (contact Lt. McIntosh) Lt. McIntosh gave a good explanation of job training, advancement, salary, fringe benefits and pride of a fireman in his work.

5. Noland-Decota Flying Service (contact Mr. Jim Noland, owner) This visit included the maintenance shop, business office and the small aircraft parked on the tie-down area.

6. Craftsman (Contact Mr. Frank Wadman, owner) Mr. Wadman, a retired airplane mechanic, let us visit his small shop in which he is building a racing plane.

7. Helicopter Services (contact Mr. Don Larson, owner Mr. Larson preferred to have on group. If he can arrange to do so, he will take a group through his shop. If this is not practical he will show his helicopters, explain their uses and have a pilot demonstrate the maneuverability of the helicopter.

8. Firing Center (contact base commander)
This tour included the following:
   a. large helicopters (the children were allowed inside)
   b. aircraft
   c. tower facility
   d. mess hall
   e. fire station
   f. tanks and the maintenance shop (they provided an actual demonstration of a tank)
   g. recreation hall (this stop included cookies and Kool-Aid provided by the post)

HOME BUILDERS IN THE WORLD OF WORK

VOCATIONAL AWARENESS INSTITUTE

SUMMER 1970

Prepared by

DELLA CORNWALL
DON DRENGSON
DICK THOMAS

Team #5
Don Drengson, Della Cornwall, Dick Thomas

Theme: HOMEBUILDERS IN THE WORLD OF WORK emphasizing variety and specialization of skills and trades that are encompassed in an economic need of every person, a home.

OBJECTIVES: To make children aware of as many jobs as possible related to home building.

To expose children to the need of working together harmoniously.

To mention that good work habits begin at an early age.

To build appreciation for the home they live in.

To encourage children to begin now to look for some kind of work that is interesting to them.

To give boys experience with various wood tools and procedures in wood working.

To challenge girls and small children in the creative arts.

To acquaint the children with new vocabulary.

To call attention to our dependence on others and their dependence on us.

MATERIALS: Films - Our New Alaska, ordered from U.S., Dept. of Agriculture
(Rated Excellent, 30 minutes)
Forest Service
P. O. Box 3623
Portland, Oregon 97208

Tree Farms, loaned from Boise Cascade Lumber Company
(Good, 15 minutes) Yakima, Washington

Synchronized slides and tape of the Manufacutring Process of Homes at United Builders, Yakima, Washington. Available from Della Cornwall. (Very Good, 20 minutes)

Pictures - Enlargements made with opaque projector of:
The Pumpkin Shell
The Old Woman's Shoe
The House That Jack Built
All the characters in the rhyme of The House That Jack Built.

Magazines for cutting.

12 x 18 white construction paper and crayons.

Tagboard strips for listing occupational trades.

Chain saw loaned by Simcoe Equipment.

Saw logs donated by Boise Cascade.

Bricks brought by kids. Mortar mix, purchased.

Trowels; carpenter tools, consisting of hammers, saw, square, level, brace and bit, nails and saw horse.

1 x 8 boards, donated by builders from home building sites.

ACTIVITIES:

1. Class participation in building bulletin board of "This Is The House That Jack Built." using pictures. See section on Motivation.

2. View film: Our New Alaska. Follow up: List answers on board to-
   a) What jobs did you see Alaskans doing?
   b) What jobs did they do in the woods?

3. Orientation to field trips and safety rules to be followed. Letters sent home.

4. Film: "The Tree Farm." Why are tree farms important?
   What are some of the jobs on a tree farm?

5. Field trip making various stops and discussion on bus between stops. Stops at Naches Fish Hatchery, Oak Creek Game Range, woods for lunch, Boise Cascade Logging Operation, Yakima Water Treatment Plant, Pacific Power and Light. (Because of fatigue the last stop was not made.)

6. Field trip to Boise Cascade Saw Mill and Plywood plant. Discussion in classroom.

7. Field trip to Glascam's construction of Condiminium Units at 59th and West Chestnut.

8. Drawing of "From the Woods to My Home". Child is free to choose any phase of the operation and any number of pictures.

9. Discussion and listing of specialized trades observed on field trips: to introduce slides and tape of "This is a House That Fred Builds." (A picture tour of manufactured homes at United Builders.)

10. Follow-Up Activities:

   A. For male interest, primarily.
      1. Brick laying. Students were given opportunity to mix motar and lay bricks.
      2. Carpentry. Worked with carpenter tools and built small boxes, 9 x 18 x 7 inches.
      3. Log cutting using a chain saw. Each student was permitted to cut at least one log.

   B. For girls interest.
      1. Soul Song - "Everybody Needs a Home"
      2. Class project of rewriting the nursery rhyme to fit the unit. "This is the House That Adams Built."

   C. General Interest.
      1. Role Playing - Guessing game. Child pantomimes a worker and the others guess what his trade is.
      2. Scrapbooks - Theme "From the Woods to MY Home." Include pictures drawn in class, memos picked up on the field trips.
      3. Collages. From magazine pictures make collages of NATURAL RESOURCES, HUMAN RESOURCES AND CAPITAL RESOURCES that pertain to the building of homes.

Motivation: "Werever we are, whoever we are, we need homes. Many people are involved with making homes and different people build different kinds of homes. Name some different homes for me. (Igloos, tents, huts, castles, apartments, etc.) Let's think back to your younger years a little while and recall some nursery rhymes that tell us about different homes. (Hold up the pumpkin Shell, The Old Woman's Shoe and The House That Jack Built one at a time and get the children to say the rhyme, play the piano, etc. The house that Jack Built is not complete and gives the children an opportunity to come forward and place chimney, doors, windows, and doorstep where they belong. These were all ready to be pinned on.)

Now let's see how well you can remember the poem, "This is the House That Jack Built." Who knows the first line? Come and hold the picture. What is next? All right, whoever remembers the next line of the poem, we'll have you come forward and hold the picture. (Proceed with the poem line by line and give different children a picture of malt, rat, cat, dog, cow, maid, man, priest, cook and farmer. Display these on the bulletin board with the poem for use on the last day.)

Now let's change our dream a bit. It's not only fun to dream about our childhood days but it is also fun to dream about what we want to be when we are older. As we thought about Jack's house, we can see that we needed a bricklayer, a cement finisher, a glasscutter, and someone to put on the door. These are just a few of the occupations that people do when building a house. This week, we want to take you boys and girls on field trips and show you some films and do different things that will help you understand all the different jobs people do when a home is built. Most of these workers have a special name and we want you to keep listening for the name that is given to the worker who does a special job. I'm sure we will all appreciate the homes we have more after we see these different people at work.

We are going to start our study by showing you a film called, "OUR NEW ALASKA". As we watch it, let's look for two things. The kind of work people do in Alaska and the kinds of work people do in the woods as they cut down the trees for the many uses. We will discuss these after the film.

Recommendations:

1. Work for more student involvement; observations were not wholly satisfying.
2. Possibly reverse the attack and visit construction site first.
3. Include a field trip to a shop of interior decorating.
4. Boise Cascade field trips taken on two different days.
5. More activity periods between field trips.
6. Our first trip was too exhausting and should be limited to visit logging crew in the woods. The other stops (Hatchery, Game Range, P.P. & L., Water Treatment) should be handled through the discussion by a teacher and resource person on the bus.
7. Everything should be taken care of for the comfort of child, regardless of weather. (There was an inadequate supply of drinking water - our fault.)
8. On any day a field trip is not taken, Vocational Awareness team should not use more than an hour and a half of class room time. The summer school classes were disappointed in delay of Summer School teachers pursuing their "interest" programs.
9. Activities recommended for further use - Refer to Activity Sheet numbers 27, 8, 9, and 10.

Daily Schedule

MONDAY, July 6, 1970

10:00-10:05	Introduction of teachers.
10:05-10:25	Class Activity - "This Is The House That Jack Built"
10:25-10:30	Introduction to Building Industry and introduction to film.
10:30-11:00	Film: Our New Alaska
11:00-11:10	Discussion of film
11:10-11:30	Recess
11:30-11:45	Orientation to weeks activities. Discussion of safety. Introduce film.
11:45-12:00	Film: The Tree Farm
12:00-12:05	Discussion
12:05	Lunch

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TUESDAY, July 7, 1970

9:00-9:20	Travel to Naches Fish Hatchery
9:20-9:45	Visit and Observations.
9:45-10:30	Travel to Oak Creek Game Station
10:30-10:45	Break for drinks and lavatory
10:45-11:15	Visit at Oak Creek Game Station
11:15-11:30	Travel to lunch area
11:30-11:55	Lunch
11:55-12:20	Travel to Boise Cascade Logging Operation in the Oak Creek area.
12:20- 1:40	Visit the logging operations.
1:40- 2:20	Travel to Water Treatment Plant on Naches Highway.
2:20- 2:55	Visit Plant.
2:55	Return to school and home.

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WEDNESDAY, July 8, 1970

9:00- 9:10	Travel to Boise Cascade Mill
9:10-11:05	Visits to the Saw Mill and the Plywood Plant
11:05-11:15	Return to Adams
11:15-11:45	Recess
11:45-12:00	Discussion of activities, processes and trades observed on trip.
12:00	Lunch

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THURSDAY, July 9, 1970

9:00- 9:10	Drawing of pictures "From the woods to MY home." (About half of the children drew pine trees while others drew the round top tree.)
9:30- 9:45	Travel to Glascam at 59th and W. Chestnut.
9:45-11:00	Visit and observations at the building site.
11:15-11:35	Recess
11:35-11:45	Discussion and preparation for viewing synchronized slides and tape showing the manufacturing of a home.
11:45-12:00	Slides
12:00	Lunch

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FRIDAY, July 10, 1970

9:00- 9:10	Dividing into small groups for follow-up activities.
9:10- 9:50	Activities
9:50-10:00	Sharing of activities and creations.

FIELD EXPERIENCES IN FOOD PREPARATION AND SERVICES

Vocational Awareness

Summer, 1970

Prepared by

Mary Plapp

Arno Johnson

Margaret Dawson

Food Preparation and Services

Major Problem: What are the kinds of food services and related jobs opportunities available in our community and how are foods prepared?

Objectives: (Services)

1. To help children become aware of the different kinds of food services in the community.
2. To make children aware of the many kinds of workers in the restaurant and related food services.
3. To lead children into an understanding of the importance of the work of the chef, waitress, bus boy, kitchen helpers, hostess and cashier.
4. To help children become acquainted with uniforms of these workers.
5. To help children become aware of the training necessary for these jobs.

Objectives: (Food Preparation)

1. To help children learn to read and follow recipe directions
2. To help children understand measurements.
3. To make children aware of the necessity for cleanliness in the preparation and handling of all foods.
4. To acquaint children with the use and operation of kitchen appliances and tools.
5. To make children aware of correct table setting.

Daily Plans

I. First Day

A. Get acquainted and make name tags.
B. Group orientation to the problem.
   1. Kinds of restaurants
   2. Types of workers
C. Introduce the resource speaker: Chef (Mr. Rick Breckon, Selah, Wn.)
D. Speech by chef
E. Display of special tools. Children examine tools.
F. Discuss work of chef and kitchen helpers.
G. Draw pictures of restaurant workers.
H. Read the story "I Want to be a Restaurant Owner."

II. Second Day

A. Preparation of cinnamon toast by the students for their own breakfast.
B. Explanation of days activities.
   1. A trip to a restaurant. (Chalet Inn)
C. Discuss table manners.
D. Look for different kinds of food dispensing places on the trip.
   1. Drive-in
   2. Cafeteria
   3. Restaurants
   4. Smorgasbord
E. Travel to Chalet Inn
F. Visit the restaurant in three rotating groups.
   1. Visit kitchen
   2. Visit dining room
   3. Visit banquet or special dining areas.
G. Eat Lunch. (Prices would probably be prohibitive for a normal classroom)
H. Return trip

III. Third Day

A. Put recipe for cookies on the board.
B. Discuss the recipe and build vocabulary. (Shortening, ingredients, etc.)
C. Children copy the recipe.
D. Divide the group into committees
   1. Mixing
   2. Baking
E. While the mixing groups work, the baking groups write thank you notes to the chef. As baking groups work the mixing group will write thank you notes.
F. Game outdoors as baking is completed.
G. Children participate in clean-up activities.
H. At end of baking and play period children divide cookies to take home.

IV. Fourth Day

A. Explain day's activities
B. Visit the kitchen of June's Catering Service.
   . Observe sandwiches and salads being made.
C. Visit Bayley Manufacturing Co. cafeteria. (This cafeteria is operated by June's Catering Service and utilizes the food made in the above mentioned kitchen)
D. Journey to Milroy Park.
E. Children prepare picnic lunch.
F. Lunch
G. Visit June's Catering Service vending truck serve Decoto Aircraft employees lunch items.

V. Fifth Day

A. Discussion and orientation for the day's activities.
B. Recipe for ice cream is discussed with the entire group of children.
C. The dittoed copy of the ice cream recipe is given each child.
D. The group is divided in three equal parts which were rotated for the following activities:
   1. Mixing
   2. Freezing
   3. Thank you letters
   4. Games used as needed.
E. Serving of the ice cream.
F. Children participate in the clean-up activities.

BARBERS AND BEAUTICIANS

Vocational Awareness Institute

Summer, 1970

Prepared by

Coleen Shannon
Pattie Mattson
Virginia Russell

I. Main Purpose of Unit

Acquint children with vocation in hair care and groomin. Have them see that there are many types of jobs connected with these two vocations. Have them learn the requirements for training, demands of the worker,pay, etc.

II. Field Trip and Resouce Person Organization

1. Call by phone with explanation of what is needed.
2. Type cards with points to be covered, materials to be shown, and reminders of dates and times.
3. Deliver cards <u>in person</u> and ask if there are any questions.

III. Job Card Preparation

1. Separate intermediate and primary
2. Separate barbers and beautiçians
3. Covered a variety of activities
4. Cards are color coded
5. Cards can be obtained from John Wilson, director of V-A.

IV. Suggested Resource Areas

1. Yakima Public Librar - Books and magazines (American Girl)
2. Intemmediate No. 5 Curriculum Lab film library
   "Care of Hiar & Nails" ($2 fee)
3. Beauty and barber shops for outdated hair styling magazines
   (Chez Chris and Peoples)

V. Suggested Resource People

1. King's Den - barber shop
2. Pandora's Wiggery
3. Chinook Barber Shop

VI. Suggested Materials

1. Combs
2. Mirrors
3. Rollers, clips and pins
4. Hair dryer
5. Shoe shine kits
6. Yarn
7. Hair ribbons and rubber bands
8. Hair tonic and shampoos
9. towels
10. manicure set
11. finger nail polish and remover
12. cotton balls
13. finger nail brush
14. finger bowl
15. shaving equipment minus the razor blades

Monday

1. Introduction of unit - get the children's ieas of what barbers and beauticians do.
2. Film - Care of Hair & Nails (10 min. black & white) excellent points
3. Mrs Freeman Johnson - a black beautician spoke on negro hair care.
   a. She explained differences between black people's hair and a white person.
   b. Demonstration of curling hair with a hot iron after the hair has been straightened with a hot iron comb.
   c. Explanation of why hair is curly and special care need for such hair.
   d. Showed an example of hair that had been given a special permanent for blacks.

The work was done on actual black girls. (As in all hair demonstrations and cuts, permission was received from parents first!)

4. Discussion of face shapes, children picked out dittoed shapes shapes which they felt fit their faces, and then they did a yarn hair style from whatever colored yarn they chose. Yarn had previously been cut into 3 yard strands. Magazines were made available for ideas.

Tuesday

1. Follow-up discussion of film and speaker for black hair.
2. Lee's Beauty School Student speaker. Miss Bromley - Mrs. Murri.
   a. Brought tools and materials - had good explanation
   b. Comb out on one girl who came with her hair already set.
   c. Gave manicures to two of the girls in the class - Mrs. Murri especially had a very detailed explanation.
   d. Explained hair brushing techniques and sanitary procedures.
   e. Told qualifications of a beautician and what is expected in school.
3. Introduction of scrapbook and job cards. Individual work.

Wednesday

1. Field trips
   a. Bristol Barber Shop - a demonstration razor cut (needed more explanation)
   b. Fishers Beauty Shop - showed a few utensils - gave brief answers to questions on card.
   c. Charm Beauty School - (will give free facial if asked ahead of time)
      1. gave a facial on two beauty students
      2. showed wig section - let girls try on wigs.
      3. showed proper walking, sitting, and modeling

Thursday

1. Discussed field trip and compared differences of shops visited. Art activity of things enjoyed the most.
2. Students from Moler Barber School - Mr. Oliver - Mr. Triplett
   a. Brought and explained about tools of their trade.
   b. explained about requirements to get into barber school and the type of program involved.
   c. Emphasized sanitation and safety precautions.

d. Gave two demonstration hair cuts on boys in the class (pre-arrangements had been made with parents.) They showed a crew cut and a regular cut and explained each as they demonstrated.
e. Had a drawing for two free hair cuts at their school
f. Passed out brochures of their school.

3. Girls worked on individual projects
4. Boys had a mock barber shop
   a. Hair shampooing - desks against the sink provide barber chairs.
   b. pretend razor cuts and combs - using hiar dryers for air blowing
   c. shoe shine kits.
   d. shaving - razors without blades
   e. made barber aprons
5. Girls had a mock beauty shop
   a. Hair setting
   b. Hair combing
   c. manicures

A suggested idea for the pretned shops would be to have play money and have an actual paying situation.

Friday

1. Continuation of previous day's activities
2. Awards were given for best scrapbook and best groomed boy and girl.
3. Mrs. Davenport, People's Department Store - Wig Dept.
   a. Differences between human hair and synthetic
   b. Differences between hand made and machine made
   c. Prices - depends on way they are made on inside.
   d. Must be a beautician first before styling wigs and working with them.
   e. Asian hair makes best wigs - American hair poor ones.
   f. How hair is processed for wigs.
   g. Brought out fact that men make the best stylists.
   h. Full wigs, falls, wiglets
   i. Passed wig around for hhildren to inspect
4. Wrote thank you notes to all people who were resource people or field trip guides.

BUILDING TRADES

Vocational Awareness Institute

Summer, 1970

Prepared by

Jim McLain

Margaret Mattson

Diana Fithian

I. Objectives

1. To develop awareness of jobs pertaining to building trades.
2. To broaden awareness of world of work and responsibilities thereof.

II. General Preparation

1. Library Corner
2. Bulletin Board--Planning a house/blue prints-contracts
3. Use of woodshop--Washington Junior High

III. Schedule

Monday

1. Introduction of Unit--Awareness of World of Work
   a. Use apparel related to various occupations to focus on responsibilities and characteristics of jobs.
      For example: Policeman, Foreman, Carpenter, Farmer, etc.
   b. Small group - Discuss jobs pertaining to building trades.
2. Resource person - Architect - Contacted through Ed Marble's office.
3. Follow-up activities - Interest Areas
   a. Blueprint drawing
      Materials: Drawing boards, T Square, hard lead pencil
   b. Booklet - Who and what.....makes a house a house
      Cutting and pasting appropriate pictures
      Materials: Construction paper for cover, Manilla for scrapbook pages, magazines, stapler, glue
   c. Drawing chalk pictures of houses
      Materials: butcher paper, colored chalk, hair spray to prevent smearing
   d. Box Construction--make scale houses
      Materials: various size boxes, vinyl scraps, wall paper scraps, material scraps, scissors, glue, pins, paint, masking tape.

Tuesday

1. Continue working on first day's activities
2. Film - ABC of Hand Tools--Part I
3. Resource Person: Carpenter, Mr. Kunz, Business Manager Carpenter's Local 770
4. Demonstration of use of tools
   Materials: Hand saws, hammers, plane, brace and bit
5. Presentation of ideas for construction
   a. birdhouse
   b. Airplane
   c. truck
   d. boat

Wednesday

1. Lead up to field trip - What to look for
2. Field trip to United Builders and Suntides Building Sites

Thursday

1. Follow up from field trip
2. Film - ABC of Hand Tools--Part II
3. Children use hand tools
4. Children construct with wood scraps
   Materials: Wood scraps, hand tools, nails, glue
   plastic circles from McNiece Printing

Friday

1. Finish construction activities
   Materials: varnish, paint
2. Write thank you letters to resource persons

Resource Materials

1. I Want to be Series - Yakima County Curriculum Library, Courthouse

2. Lumber scraps from various lumber yards, Boise Cascade

3. Films: ABC of Hand Tools, Parts I and II, CWSC Library or General Motors

EVALUATIONS

INSTITUTE AND UNITS

As a part of Yakima's on-going program in Vocational Awareness for elementary youngsters, the school district, through Central Washington State College, has offered two evening extension courses for elementary school personnel. They were held in Yakima during the fall quarters of 1968 and 1969.

Forty-two of the sixty-five participants returned a completed questionaire (see following page). An overwhelming majority of responses to the questions fell in the (5) to (10) range, indicating rather favorable answers. In question No. 4 all forty-two participants indicated having had a positive change in attitude toward vocational awareness. To question No. 6, there were eleven responses in the (1) to (4) range. Upon closer examination it was found that some of the reason for not using materials was the lack of time in the regular curriculum, and more familiarity with material already in use. Other comments of this nautre came from those who were, at the time of completing the questionnaire, were saving their materials for the teaching of a vocational unit later in the year.

In summary, one participant stated with regard to the extention courses, "The course made me more aware of the jobs connected with each task. Therefore, I am much better at helping the children see a fuller scope of job involvement. One cannot do a job alone."

The completed questionnaires proved helpful in planning the summer's EPDA Institute, particularly at the point of arranging for guest speakers and planning classroom activities.

James W. Crook

QUESTIONNAIRE

TIE 440X Extension Course

Fall, 1968 and '69

1. Was your experience in the Vocational Awareness extension course worthwhile?

No ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 Yes

Comments:

2. Did the speakers give practical, useable information?

No ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 Yes

Comments:

3. Was the in-class time used in a reasonable way?

No ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 Yes

Comments:

4. Do you feel that, having taken the course(s), your attitudes toward vocational awareness for elementary youngsters have changed?

NO ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 Yes

Comments:

5. Do you, in your present position, refer to one or more concepts which you may have gained from the course(s)?

NO ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 Yes

Comments:

6. Do you, in your present position use materials relating to vocational awareness which which were developed (by you or by other course participants) during the extension course ?

No ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 Yes

Comments:

7. Please comment on other possible ways in which such courses might be made more significant and meaningful.

Evaluation of Institute
Ethel Carter

The Institute provided an opportunity for the participant to become familiar with a wide variety of occupations in which one may become employed. Ways and means of becoming involved were explored and with meaningful results. Time which was allowed for the pursuit of individual projects was adequate. The end result of instilling within the participants a greater desire to extend the work of the institute into the classroom s seems to be the greatest value received.

Evaluation of Unit on Agriculture

The immediate result seems to indicate a greater interest and knowledge of job opportunities in the field of agriculture. Through the media of field trips we were able to take the children out of the classroom and into the field of work. Hopefully these experiences will be more meaningful as the child comes closer to the age when he needs to make a choice of work.

Unit Evaluation on Agriculture
Walt Webley

Our unit met the objectives we set forward in the beginning. I can't put my finger on it, but I feel somehow that more was done in the area of self concept building, than in the area of vocational awareness.

The children are probably more aware of the jobs and why people work as a result of this unit.

I will be able to use this unit in my own classroom with few changes.

Working together with other teachers gave me many new and exciting ideas.

Evaluation of Institute

My first thoughts about this course are concerned with the course objectives. As I see it these could have been the objectives of this course.

1. To make teachers aware of the need to teach vocational awareness.
2. To build a background knowledge in the area of vocational awareness.
3. To formulate an effective manner of presenting this field of knowledge to students.

I am completely satisfied that all of these objectives were met. The third objective is the only one I am not as sure of, and the only true test of that is within the heads of the children we taught.

There are several things that I would present as recommentations for next summer. They are:

1. Leave a week at the end of the Institute to "wrap things up."
2. Bring in students from other areas, not only "low income" groups.
3. Have a wider range of teacher representation. (Teachers in grades K-9)
4. The local speakers should be used again whenever possible, especially those who are not teachers.

Cherie Masion
Evaluation of Institute

I think that having many speakers the first week was helpful in giving the class an over-view of the world of work. Especially for the sake of the women in the group. But this might have been more useful if the speakers were grouped, having more than one speaker at a time; so that they don't over-lap. Such as the time we had two high school vocational teachers speak. They complimented each other. Maybe the high school and jr. college F.F.A. directors could follow each other. Both being in the same room; so that we could ask them questions on how these programs work together. Maybe put the union man and the apprentice man together, etc..

I wish we could have had more field trips, this could have been done in the morning even though not all members of the class could have gone. This would have broadened our experiences as students.

A class out-line of the objectives and expectations for each member would have given more security to the class the first few weeks. I felt a little uneasy about going into my teaching unit, not really knowing what I was doing. I guess I just felt comfortable with a structured program.

Because my team was first we lacked planning time. Maybe by doubling up on the teams, sending out four teams at a time would give more planning time.

I have gained much from this experience, and broadened my understanding and knowledge of the world of work. Women are so limited in this area. Without understanding a teacher is unable to convey to her students.

Evaluation of Unit on Painting

I thought our unit was well planned. But we lacked time to do a better introduction to the unit. This was also true of the follow-up activities. Time was so limited. If the team leader had had time to visit the field trip sites before the class had gone it would have helped the guides to know specifically what they were to cover. We needed to be able to give questions and suggestions to the guides before hand. But our after-thought helped the next groups. I also wished that we could have talked to some of the different employees not related to painting, such as the sales clerk or secretary at Standard Paint and Wall Paper, and to visit the welding shop at the Job Corp Center.

I am sure that the hot weather was a detriment to our effectiveness with the students. I am sure that if we had had more planning time and realized that there would be a majority of primary students that we could have geared down to their level. Also with more time we would not have felt so rushed as a team and would have worked together together more smoothly. In a normal school situation many of these problems would be eliminated and the unit would be more effective.

Tom Berndt
Evaluation of Institute

I liked the relaxed atmosphere in which this institute was presented. I liked the idea of the different speakers coming and speaking to our group. I feel that this offered a tremendous amount of knowledge and variety to our program. I think it would be better if we had our speakers in the morning and more field trips in the afternoon. This would give us valuable knowledge from our speakers and experiences on our field trips.

I would like to see this institute work with both the middle and disadvantaged students. I also feel that more planning time is needed for the V.A. teaching experience.

In the area of research I feel that some of the books did not apply to the V.A. program. I would like to see more control in the research area so that the research portion of the institute would be more valuable to the teachers in the institute.

Evaluation of Unit on the Painting Industry

Connie Webley, Cherie Masion and I taught a week-long unit on the painting industry. The students' regular teachers, Miss Hurly and Mr. Hill, assisted and, at the end of the week, evaluated, with us, the effectiveness of the week's activities. Their evaluative thoughts and mine are parallel, and are stated below.

Miss Hurley: "The team was well prepared and gave their presentations very well. Any negative remarks thererore are not to them but to the situation in which they were involved.

Most of the presentations and field trips were beyond students in grades 1, 2, & 3 and many times students in grades 4 & 5.

The trip to the Job Corps was meaningless to the students; however the stop at Fort Simcoe was enjoyed by all.

Sign painting was another visitor all enjoyed. He and the main from the painter's union were able to reach all the children.

The trip to the paint job was interesting due to Mr. Berndt pointing out many things that would otherwise have not been observed.

I think the group is to be commended for all the time and effort put into this week's work; we all have learned much from this experience.

This a a group evaluation, but I wish to thank you for allowing me to participate in this Occupational Awareness Week." Miss Maureen Hurley

Tom Berndt
Evaluation Cont.

Gary Hill: " 1. Group well planned
2. Were able to reach the upper grade students (some question concerning grades 1-2-3)
3. Choice of guiest speakers and field trips exceptional

Suggestions:

1. Have students do some backgrour d work (research) on painting before field trips.
2. It would have been better to sub-divide into 1-2-3 and 4-5-6 grade levels.

Connie Webley
Vocational Awareness
Summer, 1970

Course Evaluation

While it may be true that "there is no new thing under the sun" it is also certainly true that we continually find out new things about what is already "under the sun". This is primarily the way things I know I "Knew" before I have learned really for the first time. Maybe I only thought I knew, but I think the crux is the degree of learning, and the depth of knowledge. Just now I am beginning to be aware of how much I don't know in the field of vocational education.

I feel so grateful for the opportunity to see and do so many things that to me have been personally enriching, such as the trip to Batelle Northwest, the trip to the Southeast Community Center and the Yakima Mall construction site.

I appreciate being able to hear the many speakers from outside the education profession. This is the kind of thing I think more teachers need to hear. All too often we are exposed only to other educators or those with some educational "ax to grind". This is one criticism I would make about the speakers who talk to selected audiances at C.W.S.C.

In writing up this summer's activities it would be impossible to over-emphasize the value of the serendipity in race relations. For many of us it has been the first time lines of communication have been open on a one-to-one basis. Experiences are so limited in which we "west'side" teachers inter-act with blacks, whether we agree with what they say, or how they say it we at least begin to <u>think</u> about our part, not just nationally as per T.V. but locally, right here in Yakima, in <u>our</u> schools.

I enjoyed the week of teaching we did at Adams school. However, I feel it could have been infinitely more rewarding experience had the teachers been grouped by choice with people they felt compatible with. Perhaps these groupings could have been done after the first week of class when we had become aquainted. I realize that to utilize the children at Adams Summer School we had to meet a time schedule and begin planning sooner than this, but perhaps next summer this could be worked out so that personal preferences could be considered.

All in all it has been a tremendous experience. I feel that John Wilson has worked out a program by which we are not only filled with information, but it has been presented in small enough dosages, and varied format so that we also are filled with enthusiasm and a determination to use our influence to build vocational awareness in those with whom we teach as well as the children we teach.

Thanks.

Connie Webley
Vocational Awareness
Summer, 1970

Unit Evaluation

First of all, let me say that I think our unit was a good one, but it certainly could have been better. The degree of success must be evaluated from a specific point of view. If one is looking from the standpoint that we had a ratio of adults to children of 1 to 4, it seems that we could have accomplished much more than we did. If you compare what was developed in one short week to the usual week's activities during the school year, then you must realize that we did an outstanding job of intensive instruction. (If only in one area.)

The first day of our unit taught us one thing...audio-visual instruction at Adams school is practically out of the question because only one room is equipped with black out blinds, and the windows must be closed to use them. When Miss Mason presented her materials with the opaque projector the room was like an over. It was just too physically uncomfortable to be valuable in any way as a learning situation. Therefore all other films were deleted from our unit, (as far as our use in the classroom), and other activities were substituted.

The trip to the Job Corps Center at Fort Simcoe was not as beneficial as it should have been. Mr. Lewis (who was our guide) is primarily a painter, not a guide, and most of his efforts were too general and geared to the older children who were the minority of our group. Again, the heat was so intense that most of lthe children seemed to concentrate on the drinking fountains and looking for shade.

On Wednesday the sign painter painted cool-aid spelled with a k. The other teachers in our group seemed to think this acceptable if it were used in advertising so it even appears this way in our unit write-up which will be circulated around the district for other teachers to see. This bothers me a little, but I was overruled.

I taught the creative writing class on Wednesday and I thought the children did good work and were highly motivated. They did not finish because the time was so short, but that was our error in planning, not theirs. When I heard these children termed "empty little barrels" I was amazed because I was the only one of our team who read the papers that had been handed in, and I certainly would not have reacted in that manner.

The best learning situation of the week (in my opinion) was on Friday, when Mrs. Richwald discussed non-objective art and self-expression. The children were <u>all</u> involved. All produced at least one painting and all were willing to display their work. I thoroughly enjoyed working with these children and felt that they were really working to help in whatever we were trying to do. Sometimes we failed to explain things as clearly as we should have, but we had no one who did not " go along with us" and do their best when properly handled.

Mr. Hill and Miss Hurley both seem to me to be excellent teachers. Miss Hurley was impressed time and again by our having materials at our disposal so quickly and freely. Mr. Saylor deserves a great deal of thanks for this. Also it was quite evident from the reaction of teachers, aides, and children that the pop and cookies we took on the field trip were a good investment in public relations and good will.

Connie Hebley
Unit Evaluation - Continued

All in all, the unit was a good one. I think we all learned a great deal, and the implementation next year will be more certain because of this experience.

Del Cherrington
Team Unit Evaluation

Please refer to team report.

Evaluation of institute

I appreciated the relaxed atmosphere and variety of experiences provided. The opportunity to think through an action plan has been helpful. The field trips have been interesting.

Suggestions for another year:

1. All instruction by institute participants the same week.
2. Morning sessions are most valuable. P.M. Field trips occasionally.
3. Display of available materials and equipment by several publishers would be beneficial maybe utilized by other institutes.
4. Speakers could be presented in panels.
5. Involve district, county and state curriculum persons to help integrate V.A. into overal curriculum

Jim Moore
Course Evaluation

Becoming aware of vocations is not accomplished suddenly. For that reason, the many speakers and many field trips have been, in my opinion, the strength of this program. To hear one person say something may have meaning but will probably soon be forgotten. When I heard many people saying the same kinds of things, it began to have real impact and made me realize that I have been sheltered from the facts as far as how people make a living and how much money they make.

The weakness of this program seemed to be our efforts in working with children. This seemed to be one small shot toward a rather large goal. By the time the children adjusted to us, we were gone. If the institute had one group of children to work with for five or six weeks, we could realistically work toward goals with children. I realize that the larger goal this summer was working toward attitudinal changes among the members of the institute and I do feel that this was accomplished. However, I was left with a feeling of frustration after working with the Adams students for a period of five days.

Since many Yakima students leave here for jobs in industries on the coast, a field trip for us to that area would have been helpful. Even though I have traveled in all areas of the state, I still have little real knowledge of many jobs that exist outside the Yakima area.

Evaluation of teaching unit.

While I was left with a feeling of frustration after working with the Adams students, I still feel that our unit plan was a good one and would be highly successful in a more typical situation. Our unit was one that could easily last the whole year. We were compressing it too much to make it fit the time schedule. The students were interested in the unit but we were just trying to move too fast for them. I cannot suggest any practical way to remove this frustration because to resolve it would mean being able to personally work with a class for several weeks. To make that many children available for the private use of the institute is not possible.

Carol L. Butler
Evaluation of the Institute

1. The resource speakers were excellant to get us aware of the world of work. Some of these speakers could be of some value to speak to the administrative people.

2. The field trips we took as a class were very valuable and informative.

3. Working with the children at Adams was valuable, but quite an unreal situation. A cross-section of children would be better, or as someone else mentioned, working with the children at the Nob Hill Summer School would be helpful in fulfilling our unit.

4. I believe that a shorter day for our class would be better, since the weather is quite a factor in even a teacher's attention span. This would probably mean cutting the credits from 10 to 5, which would not be too harmful, since most teachers do not need to obtain 10 extension credits all at once for any requirements towards their degrees. I think that class from 8:30-1:00 would be good. This would give sufficient time for work to be done, including speakers. On days that field trips are taken and extra time is needed or an afternoon is needed for something, lunch break could be earlier, such as, 11:30 and then class could resume at 1:00. When class becomes to long, especially on warm days, motivation isn't enhanced.

5. I think that the five weeks for the course was just about right. But I do think it would have been more advantageous if we would have all taught at Adams the same week. Our group was all in different places; it seemed hard to get together for field trip activities and speakers, even in the afternoon.

6. It would have been helpful if we could have gone to a place or maybe had a publisher or two, or a salesman to get materials on vocations. For instance, books, filmstrips, films, pictures and such that we could use in our classroom with our action plan.

Evaluation of Unit

Please refer to the team report.

Paul Jenkins
Unit Evaluation

I find myself in general agreement with the group evaluation of the teaching unit. A few thoughts that were not included in the group evaluation are that this was a learning experience for the members of the institute and I feel this objective was met. The one objection I might have is that many of the people at the airport are converged upon in droves throughout the year and therefore some of the other Aerospace Industry could have been more effective.

Institute Evaluation

In general I have a good feeling about the institute. Most of the speakers were very well accepted and we learned from them. Another highlight was the field trips the group took. These were very enjoyable even though it was hot. This brings up another point 'the heat'. The days we went over to the administration building for our meetings seemed to be much easier on everyone concerned. In next year's institute, why not hold the class meetings in an air conditioned portable? We have many of these in the district and about the only preparation would be to move in the appropriate sized furniture. This would make those hot days much more enjoyable.

Something, I feel, needs to be done about the teaching experience. I did not like the way it was strung out because this tended to disunify the institute. Several suggestions have been made in class and any one of these would seem to be O.K.

Our book reporst seemed to be more busy work. Perhaps it was just my book, but it just didn't seem to fit.

Last, but not least, since everyone was gone by 3:00 p. m. anyway, why not set this as the official dismissal time?

It seems as though we are just beginning to start working.

Don Ramsey
Evaluation of Unit

Group three was working under ideal circumstances! We had one week of orientation, one week of preparation, one week for implementation, one week for evaluation, and one week for turning in reports. Next year I suggest this class do all their units on the same week if Adams Summer School students are used.

The idea of having our own class is good, but we would not solve the lack of time for preparation at the beginning and end of the institute.

In evaluating the teaching part of the institute one basic question must be decided. Is the teaching part for students or teachers? In my opinion students benefited by our preparation but it was basically a laboratory experience for teachers. This was a time for field testing methods of developing a vocational awareness program for elementary students.

I would like to see the part of working with the children continued. Each teaching team should take a little more time to detail their field trips to the rest of the class. I favor this approach over having teachers go on field trips with no children involved.

Suggestions for building our program around the Adams interest centers, including non-disadvantaged students from Nob Hill and including junior high students and teachers all have possibilities.

Evaluation of Institute

The local resource people from the community and our districtwere good. This is a way of updating district teachers in what is going on in our own community. The Ellensburg speakers, with one exception, added very little in "new" information and did not justify the cost. Our teacher oriented field trips added a good balance to the student oriented trips taken by the Adams summer school

Reflecting back on the use of our time, I did not meet my own expectations on outside reading. It was a very informal and relaxed class and for this I have to thank you. It was a great innovation for our class to have access to secretarial help. That had to be a first.

Perhaps the most valuable part of the class was the opportunity to work on a write-up for a federal program.

Nada Jarvis
Evaluation of Institute

This has been an informative and useful institute. Many institutes I have attended have been informative but have left me with a feeling of frustration. They had lots of theory but nothing formulated to help the busy teacher to start a plan of action. I feel every teacher in this class has been challenged to do serious thinking about the "world of work" and it's implications for young children. We have been given tools, resources information and challenging ideas to put to immediate use. It has re-enforced the idea and has shown it to be true that the "world of work" can be used to motivate nearly all parts of our curriculum. When we teach something that is "real" we can't help "turning on children". Most important is that the world of work can so easily challenge children to think. They can readily inquire, compare, classify, make decisions, re-evaluate, make new decisions and have "fun" doing it.

Evaluation of Unit on Aero-Space

I feel our unit was very successful with the children even though there were several adverse and unreal situations to counter. Interruption of another program, extreme heat, having to challenge children to willingly give up their swimming and to work with children we barely got to know were some of the disadvantages. However, the open-ended concept, ungraded children, lots of extra help and children's adaptability made for an interesting and informative week.

I can't honestly say we made any great impact on the children but I feel a great deal of impact was made on teachers, and not just the institute teachers, but also those of the summer school program. I heard remarks like "Kids really learn when you turn them on" "Johnny has something to offer when he is given a chance" "Amazing what kids see and learn when exposed to the world they live in". These remarks tell us something. Kids want to learn and the world of work is "real" to them. I think the creative organized teacher became aware of the potentiality of our world of work as a means to make a classroom an exciting interesting and challenging center of learning and a meaningful part of the regular curriculum.

Our choice, aero-space, proved to be timely, thought provoking, interesting, exciting and adaptable. We found unlimited quantities of good materials already available in math, history and other related areas. We had extremely good cooperation with employers and employees of all the places visited.

Evaluation of Unit on Forestry
Don M. Drengson

My feelings about the over-all teaching unit is that it was moderately successful. The discussions, field trips and activities were met with enthusiasm by about one half of the children involved. I judge that about one half of the pupils gained in their knowledge about the types of jobs and workers they were exposed to. My criteria for judgement was oral response by the pupils during follow-up discussions about vocations we had observed.

The unit could have been more successful if a few simple rules had been followed. The first, (I feel the most important), is adequately preparing field trip escorts. In most cases the processes involved in production were stressed and not the person doing the work. If enough time had been taken before the field trip to brief these people our objectives would have been better met. The second is the use of time and awareness of attention span of the age groups involved. We scheduled three relatively long field trips without time for introductory activities or follow-up until all three were complete. I would now allow at least some time between each for activities. I feel that one full day of follow-up activities for three long field trips on prior days is not an effective teaching plan.

Another way of improving the quality of writing and implementing our plan would have been a short discussion and study of the techniques of team teaching. I felt there was a distinct lack of organization of the group made up of the summer school teachers and of the institute teachers. A more definite statement of goals and intent by each would, I feel, have effected a smoother more effective program.

Evaluation of Institute

In order to evaluate the class, I must first state the objectives of the class as I see them and then determine whether these objectives have been acheived for me. The objectives as I see them have been to: make teachers aware of the world of work, to make them aware of the need for children to become acquainted with the world of work, to give teachers experience in working with children when workers, not processes, are the main points of interest, and to develop instructional programs to be used in the class room by others.

The first objective was I feel achieved very well by the numerous speakers and field trips. However, more important to me was learning about resource material such as ERIC and View. These I feel will be valuable to me long after I forget the trips and lectures. The speakers and the first week of introduction to the class easily accomplished the second objective. The third objective was moderately met. The lack of complete success in working with the children was caused by many factors. I will mention a few of them.

Evaluations Cont.
Don Drengson

We as a team did not have time to get well acquainted with the pupils we were working with. Since we had inadequate knowledge of the pupils with which we were working, we did not know what to expect from them and therefore, do not know what specific types of activities to plan for. Another problem we had was inadequate planning with the classroom teachers. This was beyond our control since the teachers we were to work with were changed without our knowledge. We did learn some valuable lessons by working with the children, and I feel it is a most important part of the program. The last objective, that of developing programs, has I feel been very successful. The team with which I was involved developed, in my opinion, a very good plan. Other plans I have observed have been very good and I feel all will be usable in classrooms,(if the money for trips can be obtained) the institute has for me been quite successful.

Della Cornwall
Evaluation of Institute

The institute of vocational awareness for elementary teachers provided me with valuable information for a better personal understanding of the world of work and worker; knowledge that I can use to better guide my own growing family; and foremost a new approach to teach elementary school children the human qualities to be observed and appreciated of the working people that have provided for our needs. I believe my future students will be able to understand themselves better as they shall be encouraged to relate themselves to values, qualities, personalities, skills and knowledge that are required of all kinds of workers. I trust, too, they will become more familiar with the World of Work.

I shall attempt to interject vocational awareness into more of the curriculum. As I see it, there is NO limit to the areas of study that vocational awareness could be correlated. Future field trips should take on much more meaning to my students as well as myself.

I feel the mechanics of the summer school program as it was integrated with the Adams Summer School left much to be improved upon. I feel the exploratory programs of both teaching staffs were great experiences for teachers involved but I feel the results upon the children might easily have contributed to some adverse attitudes towards school and teachers. Specifically, when new interest groups were chaneled into new rooms with new staff, there was certainly lack of efficiency on the teaching level and obvious boredom while wating at the student level. This was accompanied by frustration and disappointment of the children who were strongly looking forward to activities in their newly chosen interest group. There was very much a lack of authority during my week of teaching. The authority was transferred to whoever <u>assumed</u> to take ti. Not that I feel <u>one</u> person needs to be an authority but if a team is working together, they should PLAN together and this was impossible for us to do as the summer program worked out. I noticed a number of children at various times changing their 'loyalties' to a new personality if one teacher would correct them or expect from them more than they wanted to give. In other word, the structure of the program was so free that children could choose to do as they pleased or nothing if they pleased, simply by swinging to the arm of a different adult. I feel this was not conducive to learning respect toward teachers or adults in general.

Consequently, my recommendations are:

1. All Vocational Awareness Teaching Teams be allowed to present their units before the children change to differetn interest groups and new personalities in their regular program. In other words, delay changing to the new interest grouping until the beginning of the fifth week and allow the V-A teachers to present all lessons during weeks two, three and four. I can see several advantages to this. One, it would allow every youngster to be in one V-A class but not more than one. Two, the V-A team could enrich the program already going on by working on the same basic unit of study. Three, the two final weeks of summer school would be uninterrupted. The first period would be two week longer, allowing extra time for getting acquainted with her students and program and another week for the V-A class. Four, students comoing into a new interest area would not be turned off to the V-A program because their chosen program was delayed.

Della Cornwall
Evaluation Cont.

2. The first week of the V-A class should be field trips with coordinated speakers (such as Eliason and the Mall) with Thursday and Friday afternoons set aside to work with the teams at Adams.

3. Monday afternoon of each week thereafter be free to allow teaching teams time for unexpected preparation and adjusting their program, evaluating and writing up of their units.

4. The final week of the institute would be free of teaching so that all could participate in the sharing and evaluating their programs and benefit from the reactions of the other classmates. The teaching program would be a helpful experience in developing the Action Plan. Additional field trips and speakers could be added to this weeks schedule rather easily.

I thought the selection of speakers and field trips were tops and certainly made us teachers aware of the challenge before us in dealing with the problems in the World of Work and guiding yound children along the way to becoming a part of this world.

Unit Evaluation
Della Cornwall
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Though I was disappointed in the interest shown by some of the class, I feel it could be considered a success inasmuch as the children became more knowledgeable of the working world as it related to the lumbering and homebuilding industry. My guess is that 30-40 per cent of the children stayed right with us in spite of the fatigue they encountered from the field trips three days in a row. In my opinion, these younger children needed more actual involvement and a little less observing.

Evaluation of Unit
Della Cornwall, Don Drengson, Dick Thomas

Our program was too concentrated for the children. It was aimed primarily at teaching teachers. We failed to use all the teacher and aid talent available in this brief program. We felt a need of more communication and cooperation between the two staffs. Any unit must be planned for a particular class and ours was not easily adapted to an unexpected group upon our arrival the morning we iniated our unit.

Dick Thomas
Unit Evaluation

I think our Adams Elementary School unit was T.U., (totally unsatisfactory). The first think that we were faced with on the 1st Monday, 6 July 1970, was a class of 43 girls and 3 boys. We had prepared our unit for all boys. We lost our class that 1st day thru lack of motivation and did not establish any degree of rapport until the fourth day, Thursday, 9 July. We had a good unit prepared. We were well organized and I think we were flexible to some degree, but not to the extent of preparing a new unit for a majority girl groupthat was keyed up for cooking and sewing classes.

All of this was our fault. We failed to effectively communicate with the Adams staff close enough. I'm not sure our counterparts knew which students they would have during our week of teaching until that first Monday morming. This is sour apples and I have no basis for making the last statement. Our unit; if it had value, was exposure for the teachers and aids, the ones that suffered were the students. Some of the boys did gain from our week, and a few of the girls gained, but for the most part the girls put in their time and waited for recess. We had a good unit plan, too.

I observed the interest shown by the three teachers from Adams, and with the exception of the male teacher, they had a very apathetic attitude. This is our fault not theirs. I regret this, but I learned from this experience and will not make these mistakes next time.

In addition to the recommendations made on our Adams unit evaluation I suggest closer coordination between our group and the Adams staff. I suggest that next year, each staff meeting conducted by the acting summer school principal should be attended by our entire group or at least let our group be represented by at least two of your assistants. These people then can come back to our meetings and report progress and thinking by the staff and teachers from summer school. If these ideas are communicated effectively our group will be able to work closer, show a higher degree of flexibility, and be able to more nearly achieve the objectives set by the team and the institute. In my opinion our group would gain more by having these liason assistants making staff meetings and reporting back to the group than they would by listening to a visiting speaker.

Dick Thomas
Institute Evaluation

I think we tried to approach these elementary children on a level that was too high for their ability to really comprehend. I think the institute should be for 5 weeks next year, the same as this year. I suggest you act as coordinator of 2 different groups. One group would work at the elementary level and one group would work at the Junior High level. I think each group should be the size of ours, and teach a week as we did, one concerned with problems at the elementary level and the other at the Junior High Level. Then at the meetings, problems can be discussed by both groups. I don't think I was able to make one point during this session and I can't begin to tell you how I disagree with the thinking of some of my fellow workers and classmates. I objected as much as I felt was proper, and without offending, but with support from teachers at the Junior High level the problems in vocational awareness can be supported in such a way that both groups would be able to recognize common problems and problems existing only at their particular level. Do you agree?

I liked Mr. Wende, Mr. Eliason (although he has definite hangups), and the man in charge of the Sidewalk Academy. I got more ideas I want to try from him than any other speaker.

SUGGESTIONS: You are going to have to get more women to come in and speak. This vocation problem is mutual between the sexes - therefore, it should be an objective next year for you to strive to get 50% male speakers and 50% women speakers. I think you are missing a primary source for resource material here. It was a valid class. I gained and everyone associated with it gained.

Margaret Dawson
Vocational Awareness

Evaluation of the Committee's Unit
"Food Preparation and Services"

The unit carried out did fulfill most of the objectives as listed on our unit. After the first day the motivation level mounted, and the children seemed to become actively involved in the unit.

Learnings which seemed to be very evident were:

a. Measurements-especially the liquid measurements.
b. Vocabulary building.
c. Kitchen cleanliness.
d. Personal cleanliness in handling food.

The bus driver seemed to be especially appreciative to have a detailed schedule in his hands on the day we made several stops.

My personal feeling was that our follow-up activity or pupil-teacher evaluation after an activity was almost non-existent.

Evaluation of the Institute

This institute has been very stimulating and thought provoking concerning the responsibility of the teachers of children in helping them to become aware of vocations, developing an attitude of understanding and an appreciation for all work well done, and broadening their acquaintance with the field of work and workers.

The time given for research was greatly appreciated.

I trust that in the very near future we will find more materials printed for the elementary teacher and also for the child, thus making aquaintance easier.

I personally feel that the program would be more meaningful for children and the Institute participants if we wore working with forty children only. Each week two committees from the Institute would work with these same forty children. Each committee would work with a group of twenty rather than a group of forty. We found it a bit difficult to mold two groups together from two different teachers with different philosophies of discipline, etc.

Arno L. Johnson
Evaluation of EPDA Institute

1. I feel that the wide range of speakers and their differences in opinion did much in stimulating us as a group. I'm sure that many attitudes were changed as a result. I think next year's insititute would be much improved by adding speakers presenting ideas and attitudes relective of areas geographically removed from the Pacific Northwest.

2. I believe that next year's institute should include both elementary and junior high teachers. Also, I believe that high school counselors (vocational or otherwise) should be highly encouraged to attend.

3. I would like to see a future insititue use children of a higher socio-economic level so that a comparision of results might be formmlated.

4. Perhaps the vocational awareness program could be listed as a separate interest center within the regular summer school program thereby allowing children to personally make the choice to participate.

5. I feel that effectiveness and information retained by the participants in the institute would be decreased if the duration was chanded from five to four weeks.

6. The idea of placing us in groups of three of three to work with the children was good. By pooling the knowledge of each team member, we produced a very broad, complete area of interest to the children.

7. One of the most valuable parts of the institute in my estimation were the periods of time that were unstructured whereby we could pursue our own interests. Group discussions and planning periods during those times were extremely productive.

8. I felt that all of us really benefited from the research done by others since each person had to give an oral report to the class.

Arno L. Johnson
Unit Evaluation on Food Preparation and Services

The following evaluative points relate to benefits derived by the children from our unit:

1. Excellent for teaching measurement concepts.

2. A vocabulary of food related terminology was learned.

3. The pupil motivation and interest level was very high.

4. This unit was effective in teaching kitchen cleanliness.

5. This unit was effective in teaching personal cleanliness while handling food.

6. The classroom activity of recipe copying should be limited to fourth grade and above.

7. Our goals and objectives at the beginning of the unit were reached during the week's activities.

General Comments & Observations:

I personally felt that our unit as presented was very successful. Our team rapport with the regular teachers, aides, and children was almost too good to be true. The cooperation of resource people down to the bus driver did much to enhance to overall productivity of our unit.

My only feeling of regret is that we (the vocational team) headquartered in only one of the two regular summer school teacher's rooms, thereby not giving the two rooms equal exposure.

One of the criticisms I heard voiced was that the children were being detached from the summer school experience and used as guinea pigs by the vocational awareness group. Speaking from the experience of our group, I would say that the children got more out of the combined efforts of the vocational team than they would have in the interest center as originally planned for them. Secondly, the children were to be used by our group for purposes of experimentation and I don't personally feel that we exploited them.

Evaluation of Vocational Awareness Institute
Mary Plapp

This institute was delightful! It is one of the few courses I've taken where I've learned things to take back to my classroom and apply.

As a result of taking this workshop I have:

1. Acquired a broader understanding of the world of work.
2. Gained resource people to better advantage.
   a. Using resource people to better advantage.
   b. The stimulating and motivating results on students by resource persons.
   c. The advantages of field trips.
   d. Apprenticeship programs.
   e. Requirements and advantages of the various crafts.
   f. The problems faced by high school students in choosing an occupation due to their lack of understanding of the world of work.
   g. The importance of helping elementary students become aware of as many vocations as is possible.
3. Realized I must change my teaching goals and objectives in order to incorporate job awareness to a greater extent.
4. Been stimulated to share my ehthusiasm concerning the institute with my co-workers.
5. Acquired information which will help me be a better teacher.

Evaluation of Unit on Food Preparation and Services

This unit of work was very rewarding for me as there was so much enthusiasm and interest shown on the part of all the students.

I marveled at the amount of vocabulary growth and many mathematical concepts which were developed through the cooking activities.

We were fortunate in obtaining outstanding resource poeple. They did a tremendous job of motivating the students. The pupils seemed to gain an understanding and an appreciation for the various kinds of work involved in the field of food services.

If this same unit was to be done again under the same circumstances I would eliminate the recipe copying by the primary children. I would also strongly recommend more planning time between the vocational awareness team and the regular teachers.

Virginia Russell
Unit Evaluation - Barbers and Beauticians

The unit, as a whole, was fairly successful in exposing young children to the vocations of hair and grooming. There were some problems which could be avoided if this unit were presented again in a similar situation.

Monday seemed to drag, mainly because we were unfamiliar with the personalities and roles of the teachers, aides, and students. Our speaker, Mrs. Freeman Johnson, Negro beautician, had an interesting presentation. The children listened surprisingly well, considering that she used a low, monotonous voice during the entire forty-five minute presentation. Even after singin and relazing for ten minutes, the children were restless, and therefore our discussion of face shapes and an art project was hurried. Consequently, there was confusion about the project. Within ten minutes however, the boys were much engrossed in the project and most of the girls were just as busy.

Tuesday was a much better day. The discussion time went smoothly, and the children returned from swimming ready to listen to the two students from Mr. Lee's Beauty School. These people spoke well and demonstrated many techniques to the children. They divided the class into two groups and gave manicures to some volunteers. A stretching period could have well been planned between demonstrations. Children then went right to work on the job cards and scrapbook. The only children who needed much motivation were the girls entering seventh grade in the fall.

Wednesday was our roughest day, due to the poor presentations of our field trip personnel. We feel that the maximum had been done to prepare the speakers for our group: we spoke with them on the phone, visited them at their shops, and left with them a card with specific points to coverin their discussions. We were very surprised and disappointed at the results: Charm Beauty School had scheduled a thirty-minute presentation and tour, yet when we arrived we were seated in a small room and then they asked us what we wanted to know! They hurriedly rounded up girls to demonstrate facial treatments and modeling. It was a very disorganized period. The boys visited Bristol Men's Shop, where we were welcomed on the telephone with great enthusiasm. When the boys arrived, however, not one person spoke to the children. They merely wandered and watched men receiving hair cuts. We all visited Fisher's Beauty Shop, which was the least organized of all. Mr. Fisher saw us, smiled, and grabbed the card. While we waited ten minutes, he read a few lines and handed it to an unsuspecting beautician. She led us out the door and spoke a few minutes, embarrassed by it all. The only suggestion I have for this kind of response is to brief the hosts for a third time, yet this seems highly impractical in a normal teaching position and situatinn.

Friday was a busy and successful day. Children were eagerly working on job cards by 8:45. Two girls presented their original puppet play of "Miss Divine and Her Dandruff Problem" as a result of a job card activity. Scrapbooks were rated by school librarians as the children listened intently to Mrs. Davenport from Peoples Department Store, speak about wigs. Awards were then presented to the best groomed boy and girls, best scrapbook. Boys dismissed to their room and all wrote thank you notes to the week's speakers and resource personnel. No problems came up on this day.

Virginia Russell
Evaluations Cont.

In summary, problems disappeared as we became more familiar with the class make-up and routine proceedures. My suggestions for eliminating such snags are described in detail in my Institute Evaluation.

Evaluation of Institute

This course has been highly interesting, informative, and challenging, yet I feel that certain improvements in structure, format, and teaching techniques would benefit future participants of this course.

The course structure was purposely vague and undefined in nature to stimulate and provide time for creative endeavors. I feel that this time could be more efficiently used had the course requirements been presented at the very beginning of the term, and had there been more suggestions and activities available. Suggestions could include models of projects from this past summer, and activities such as interviewing resource people in a given field, research, constructing interview and evaluation forms for speakers, and construcing useful guidelines for field trips and speakers.

The format of this course can be improved in many ways. Speakers should not talk more than thirty to forty minutes without giving the audience a stretch break, as any longer period becomes a matter of listening endurance. Team presentations should be only one hour a day for a two-week period. All teams should teach during this time to provide equal preparation and evaluation time for all, as well as to strengthen communication amoung group members.

The following is a suggested schedule of activities for the course:

First Week:	Mornings - speakers Afternoons - planning and research time
Second Week:	Mornings - speakers Afternoons - team teaching approaches and class visitations
Third Week:	Mornings - presenting units evaluating and planning Afternoons - group discussions of unit field trips and speakers.
Fourth Week	Mornings - presenting units evaluating and planning Afternoons - writing Occupational Awareness plan for Yakima Schools
Fifth Week:	Mornings - unit planning for next institute Afternoons - writing Occupational Awareness plan for Yakima Schools

This Occupational Awareness Program for Yakima Schools chould be written by the Institute in several weeks, and executed the next fall throughout the district on a very low budget.

This would be a community resource volunteer program in shich people would be contacted, screened, and evaluated on the first appearance. If successful, they would be available to district teachers throughout the school year. This would be a valuable service to all children in the district by promiting vocational awareness, as well as improving school and community relations.

Finally there are ways in which the actual unit organization and teaching could be improved. It would be helpful to have lessons in team teaching for the Institute, to promote the more efficient use of all team members. The Firday before the weeks of unit teaching, all summer school and Institute personnel should meet to set objectives, clarify misunderstandings, and to specifically define the roles of <u>all</u> personnel. Then teams should spend the entire morning observing in their assigned classrooms, noting teacher-pupil relations, room standards, routine procedures, and pupil interactions. Institute members should be formally introduced to the class, to avoid confusion the following Monday.

We consistently noted that those needing motivation and discipline were most often those students entering seventh grade in the fall. The oldest eligible students should thus be those entering <u>sixth</u> grade in the fall, to increase group and individual motivation.

The Vocational Awareness Institute of summer 1970 was certainly not a failure but rather a good start in the right direction of developing a program which truly provides teachers and children with an exposure to and an awareness of the fascinating world of work.

Pattie Mattson
Institute Evaluation

The class has brought out many problems and ideas in the vocational field and of the minority problem that had never seemed that important before. I feel that elementary teachers, as a whole, do try to work in this facet of education, however, we have not had the training or experience necessary to do a complete job. After taking this insititute, I feel there should be more done to inform and train the teachers of our young children. In the area of enlightenment, I feel this institute was very worthwhile.

I do however, feel that some changes in structure might help. First of all, I think a team of two would be much more workable than three. If the vocational group had their own class which could become familiar to the entire group, this would be much better. Any aids that are used should also be known to the vocational class and be well instructed in their part of the program. I felt a great disunity and lack of communication among the many teachers and aids involved. No one really seemed to understand their entire roll and no one wanted to step into anyone else's domain. Also, lack of information of the situation to be planned for, caused us a lot of problems. Not knowing the children was also a great disadvantage.

I also feel that the time factor per day was too long. We seemed to lose interest in one subject after such a concentrated time period, this was especially true of the younger children. An hour a day, I think would be more beneficial; this could possibly run for a two week period in order to get in all activities. There might be one day a weekfor a longer period of time so as to include longer activities.

I did like working with the multi-age grouping. I think it should be limited however, to either intermediate or primary.

I felt the speakers were quite interesting although some of them seemed to repeat themsleves. Maybe a few panels could have been set up. A give-and-take session on a particular subject might give it a more rounded viewing.

More field trips for us might have given us a broader picture of vocational possibilities. Also, we could have used a list of materials available on films, books, film strips, etc.

Our browsing time seemed quite useful in rounding up information and coming up with ideas for our units. However, we might have not needed quite the amount of time for searching out information if we had lists available to us. Maybe a future institute could make out such lists.

The class has been very beneficial to me. It has given me a different perspective of the problems people face and also a look into the lives of people I have never really associated with before. It is so easy to get in our own little rut and forget about those less fortunate or those with different problems or values. We must broaden our own horizons and must see into the world of others before we can do a first rate job of helping all students in our care. For these reasons I must say these last five weeks have been most worthwhile for me. I think more teachers should take more time to delve into fields less familiar to them; they might find their own personal feelings can be greatly changed and their outlook on life and human beings greatly broadened. Thank you for this chance.

Pattie Mattson
Unit Evaluation

I felt our own experience with the grooming unit was quite good for the girls. They were much more responsive because of their personal interest in their own appearnces. This also gave them an opportunity to learn many good grooming points which they otherwise would not have been exposed to.

The boys were much younger and much less interested. When we actually set up a pretend barber shop with hair washing, combing, shoe shining, barber apron making, etc., we really got them envolved. This they related to; writing, reading, and even coloring (for some), was not at all appealing to these fellas.

Our resource people who came to the classroom were good; they were well organized and used our suggested point cards very well. The demonstrations were very well done. The boys' hair cuts and the girls' manicures were enthusiastically watched by all children. The black hair demonstration of straightaning the hair was one of a very unusual manner and it was quit intriguing to the children and their teachers.

The field trips were not as satisfactory. For some reason, these people were not prepared even with the previous contacts and the cards with points to cover listed on them. With the lack of organization, the children became fidgety and wanted to explore on their own. Charm Beauty School was the only one that really gave some real worthwhile demonstrations and showed us what we wanted.

Our job cards seemed quite well accepted by the girls, and they came up with some very creative work. The boys, however, found them too advanced so we moved to the activities already mentioned for them.

I would recommend this unit for girls only, or a special unit for boys only on a shorter time scale. The beautician section of our unit had much more to offer the girls, and it held their interest longer. The barber unit had much less to offer and was not exciting enough for the boys.

I do feel the children gained many new worthwhile attitudes toward both of these areas of work. I did not feel that our follow-up on the activities was sufficient because of lack of time and a need for activity rather than more discussion in the seats. However, in a regular classroom, the time periods could be shortened so as to have higher interest at all times and the length of the unit could be lenghtened so as to give sufficient time for reinforcement.

Coleen Shannon
Evaluation of Institute

The Vocational Awareness Institute has provided an experience that I've never had in the classroom; An opportunity to direct all my time to one area. This was, in my opinion, the most rewarding characteristic of the entire institute. Having five weeks to think of kinds, worthwhile experiences, resources, etc. in relation to just vocational education has been invaluable to elementary teachers who normally have eight preparations to be concerned about. It has provided us with enough time to acquire knowledge and ideas so that we can go back to the classroom and set up a worthwhile program. Even though I will not be a regular teacher next year I certainly plan to help out the Robertson teachers with the proposal we developed.

If the institute were to be run again next year the only suggestions I would have for changes would be:

1. Combine the speakers into panels or groups so there is not so much repetition in what is heard.

2. Set up the time schedule as follows:
   a. Two weeks orientation and preparation
   b. Two weeks of teaching (entire institute teaching at once)
   c. One week for evaluation and discussion.

3. I would only have the institute teachers take one hour of each day for teaching. Then the regular teachers would continue their programs (arrangements could easily be made for field trips and special activities with the regular teacher) and the children would not have to be bombarded with one subject for two and a half hours. It becomes difficult to keep their interest even though activities change.

4. I feel two would work better for a group size than three. It would be easier to divide teaching time and there are so many adults in in the rooms that I think two people would be sufficient.

Evaluation of Unit

I felt our unit was successful. I heard both boys and girls say they didn't realize how many jobs a barber and beautician had. Setting up interest centers (shoe shining, manicuring, air blowing, hair curling, etc.) in the rooms and letting the children imitate jobs they observed from the field trip and speaker demonstrations indicated to me they got a good look at these occupations.

If I were doing this in a classroom situation I would go together with another teacher and organize it so the boys would be in one room doingbarbers and the girls could be doing beauticians separately. Of course they could be brought together for special activities, but the boys became very restless at times and did not "perk-up" until we moved them into their own room.

Coleen Shannon
Evaluation Cont.

I felt that speakers who were asked to come to the room with tools and tasks to show were much better organized and prepared than the places we visited on the field trip. All of these people were contacted by phone, visited in person, and presented with a list of areas to cover, however two out of the three places we visited on the field trip were not at all prepared for us. Everyone who came to us was organized and did an excellent job. I do feel it is important for the children to see the real working situation and this experience makes me realize the value of a field trip pamphlet.

As I mentioned above, I think one hour a day would be sufficient time exept for special things. I felt it was too difficult to keep the children interested in a subject area for two and a half hours. I also hated to see the reading and arithmetic instruction stopped for a week, since these children needed work so desparately in these areas.

I do feel that our unit purpose (as stated on our group paper) was met and this made the experience a very rewarding one.

Jim McLain
Margaret Mattson
Diana Fithian
Evaluation of Unit

1. Children were most productive and enthusiastic when actively involved with their hands.

2. Resource speakers were cooperative and invormative, but unused to speaking to children this young. We recommend demonstration and development of guidlines from the teacher.

3. Teams of three were an excellent way of organizing the week's activities.

4. Field trip and woodworking activities were most appealing to the students.

James McLain
Evaluation of Institute

Our institute developed into a real fine experience for all of us fortunate enough to participate. It has been one of those rare classes that I have taken part in that everyone involved seemed to be genuinely enthusiastic.

I believe that most of us appreciated the flexability that we had in the use of class time. Perhaps toward the end some persons felt a little at loose-ends as they had completed their units. Maybe a number of optional field trips to businesses during the last two weeks would be worthwhile.

The speakers we had were alsmost without exception of excellent quality. Having several of them together on panels might be one way to aviod some of the repetition of important ideas that happened a number of times.

Braodening the institute to include junior high teachers would be of great value I feel. They need to be aware of the philosophy that we have gained if awarenessunits are to have continuity. Also, there is a gap that seems to exist between the elementary and junior high that might be narrowed somewhat by experiences for working together.

A group of about thirty students especially brought together for use by the institute would be easier to coordinate unit teams with than what we experienced this year. (I thought the Adams teachers did go out of their way to cooperate with us, but it broke the continuity of what they were attempting to do.) Two teams of insititute participants could work with a group of fifteen students each. Smaller groups would make it possible for institute participants to become better acquainted with the children in the short time they are with them. A coordinating teacher would be nneded to be in charge of the students; I would think that one of this year's participants would be a natural candidate for such a job.

Five weeks seemed to be about the right length of time for the institute. All-in-all the who experience has been great. We shouldn't forget the excellent secretarial service that was made available to us, those ladies did a wonderful job. Also, Jim Crook and Helen Dean were greatly helpful to us throughout the whole institute.

James McLain
Evaluation of Unit

Our unit on the construction business which we presented to our Adams group during the week of July 13-17 seemed to be successful over-all. However, we probably had the activities geared somewhat to advanced for the basically primary group of children we had.

Our resource speaker on the first day gave a very fine presentation, but it was just to advanced for our group of children. They did, however, gain some from it as indicated by the interesting pictures of houses, floor plans, and card-board model houses they designed.

The resource speaker from the carpenters' union also spoke somewhat over the heads of most of our students, but they all benefited from his deomonstration of tools and their proper uses.

The field trip to United Builders and some of their building sites was most successful. The employees went out of their way to make the trip interesting for our children.

The experience of working with tools and constructing something of their own was the highlight of the week for many of the students. We seemed hampered by a lack of enough hammers and saws, but perhaps the children gained even more by needing to share tools with one another.

In evaluating our unit in terms of how I plan to teach it again this fall to my third grade class, I can see how I will improve it. We will of course have more lead-up preparation of reading and discussing and more follow-up activities than we had time for this summer in our limited time. I will not plan to use an architect as a resource person unless one of the children's fathers is an architect. I would like to have someone demonstrate tool use and safety; perhaps I will be able to get one of the junior high shop teachers to do this rather than a carpenter. However, if a parent has this trade I would want to capitalize on it. I will definitely want to use United Builders as a field trip. Instead of trying to have the students to a wood construction project in just a day or two I plan to use it as part of art activities over a longer period of time with fewer students working at a time so that I may give them any individual help needed.

Diana Fithian
Evaluation

The most valuable part of the institute is the exposure to such a broad range of occupational choices, training programs, and employment possibilities related specifically to the Yakima community. Before a teacher can work toward developing occupational awareness in his students, he must be somewhat knowledgeable of the working world. In no other situation can the compact knowledge of many years of many peoples' experiences be assimulated so easily and workably. Coming straight from college, I am especially aware of the difference between classes that are practical and useful, as opposed to those that are just classes. This class is a means to an end - rather than an end in itself.

The field experience of working withkids should continue to be an integral part of the institute. This is a means of actually testing ideas related to vocational awareness, and a means of exploring resources which a teacher might otherwise not have time nor financial resources for during the school year. In the rapidly changin educational approaches, the experience of working in a team will be an assett, as we move away from the "self-contaminated" classroom (term compliments of Dr. Gabriel, CWSC) toward team teaching and individualization. The actual make-up of the group of students involved will have to depend upon clarification of objectives---whether it is mainly for the benefit of the institute members or to create a definite awareness of occupations in a group of students. The former is condusive to the situation as it is now, the latter to the previous institutes, where one group of students was involved.

Evaluation of Institute
Margaret Mattson

A worthwhile and interesting class. It created in me an awareness of the world of work. It developed an understanding of vocational education. It created an awareness of the high school drop out problem. The children were highly motivated and involvement was 100%.

Evaluation of Teaching Unit

I especially liked the team teaching experience and working with the disadvantaged children. (However, I feel <u>all</u> children should have these same opportunities not just the disadvantaged.)

In this world of violence and demonstrations, it is rewarding to have worked with such beautiful people!

As a part of the evaluation procedure for the summer institute, a brief questionnaire was developed for the teachers of the regular Adams Summer School program. Many times, those involved deeply in a venture such as the institute become very involved in it, and may tend to have a biased view. For that reason, the Adams teachers were asked to rate the vocational awareness program from their vantage point (hopefully an objective one) with an eye to its significance for their students.

There seemed to ba agreement in response that the goals of the institute were communicated, and that the program should be offered again next summer. There were a few suggestions for the improvement of mere mechanical aspects such as time scheduling, etc.

As to cooperation and communication between the Institute staff and the Adams faculty, the vast majority of the Adams teachers responded in the affirmative. Two responses indicated a need for improved teamwork on the part of the Institute teams, and a need for more communication and cooperation between the teams and assigned aids.

As to the field trips, relating to the vocational awareness program, all but three responses indicated maximum value. Those who responded negatively did so because of their feeling that some trips were beyond the interest levels of the smaller children, and of the particular groups involved (boys or girls).

The same division of opinion and rationale are seen in responses to the effectiveness of classroom activities.

The Adams teachers responded in the "adequate" to "exceptional" range concerning the rapport between Institute staff and children. Two responses in the "poor" rapport classification indicated a need for more classroom experience on the part of one team, and an understanding of the short attention spans of smallerchildren of another team.

At about a 50% level, the Adams teachers responded that their participation in the vocational awareness week, in their classroom did, either "somewhat" or "definitely" give them information which will be helpful to them in teaching vocational awareness in the coming school year.

ACTION

PLANS

E.D.P.A. Institute
Building Project

Don Ramsey
Nada Jarvis
Ethel Carter

PARENT INVOLVEMENT WITH FIELD TRIPS TO PROMOTE VOCATIONAL AWARENESS

We feel field trips for children are an intregal part of vocational awareness. Why does it need to be limited to only children? Our disadvantaged families are not able to provide this kind of awareness. They often lack these experiences as much as their children. Lack of money, inadequate transportation, inability to plan and many small children in families are some of the reasons that contribute to the apparent apathy among families to do meaningful experiences together. To develop a common ground for parent and child will go a long way in helping a teacher motivate a child at school. A child's attitude at school depends upon his feelings toward himself as a worthwhile individual. As teachers we try to meet these individual differences. They also need to be met at home.

To provide an atmosphere to foster continuity between a child's education at school and a child's education at home we purpose to start evening or weekend family field trips. These trips would occur about once a month.

To overcome some of the above disabilities we plan to provide school transportation, child care for children to young to benefit, co-operative planning between parent

and teacher and no financial obligations on the part of the parent.

To sell this idea to parents will take a great deal of communication and the developing of an orientation program for parents. In small or large group orientation meetings the parents and teacher will need to plan their objectives and decide how best to achieve them. By division of labor, committees could solve problems of bus rules, time schedules, places to visit, arrangements of visits, posters and notices. Home visits by home-school aides and personnel contact by teacher will be needed to get the program moving. One of t our best selling points will be to convince the children in school that "this is to great to miss".

An important part of any field trip is the "follow-up". The best follow-up would include parents. We propose to encourage family evauation with family projects. These projects could be a family scrapbook, a wood construction following a trip to a sawmill, or a baking project after a visit to a bakery. Perhaps in the spring the families might like to "share" their home projects at a room Fair, PTA meeting or a potluck dinner.

The child care could be done on a volunteer basis. We have had cooperation from the Sidwalk Academy in planning a child care organization.

Suggestions for Field Trips

Reference: Vocational Directory for Field Trip and Speaker Resourse

In addition to field trips listed in the above reference

Central Washington Fair

Football games

Sewage Plant

Water Purification Plant

Basketball Game

Elk Feeding station

Ski area

Woodland Park or Portland Zoo

Sheep Ranch at Lambing Time

Maryhill Museum

Farm, dairy or beef cattle

Interest Centered Vocational Awareness Program for Primary Children

Yakima School Distric No. 7

W.W. Robertson Elementary School

Occupational Identification: The purpose of this program is to enable primary age children at W.W. Robertson Elementary School to become more aware of the world of work.

NEED: As research has shown 80% of the high school youth in the Yakima School District need to be enrolled in vocational education programs; therefore it is felt that positive attitudes of parents and children can best be formed while the children are still in elementary school. Because the lack of available materials, the staff at Robertson Elementary feels there is sufficient reason to develop and purchase materials that will acquaint the students with the workers involved in the Yakima area.

OBJECTIVES OF THE PROGRAM:

1. To assist students toward realistic self-concepts.
2. To provide relevant experiences for primary children in grades one to three.
3. To fully use the resource person made available to District No. 7 through PL 90-576
4. To provide inservice training for the staff to develop an inter-disciplinary approach to vocational awareness in the classroom.
5. To develop a model program for the other elementary schools in the Yakima School District.

OCCUPATIONAL EXPERIENCE: This program will use the advice and knowledge of John M. Wilson, Director of Vocational Education Education and the Elementary Vocational Awareness Specialist in setting up its curriculum.

FOLLOW-UP EVALUATION: Records will be kept of the project development, the number of students involved in the program, and a parent, teacher, student survey of attitudes toward the program.

MECHANICS OF PROGRAM: All first through third grade students will be divided into five self-selected interest centers. A thirty minute time allotment will be offered three times a week. Selected days will have an extended period to provide time for field trips and special activities. The program is expected to last six weeks.

Teachers will develop with their students an in-depth study of a particular vocation. Suggested topics are:

Food Services
- A. Restaurants
- B. Catering - Vending Machines
  - 1) PDQ packaging
  - 2) Truck catering
- C. Grocery Store
- D. Processing (food)
- E. Home

School Services
- A. Teachers
  - 1) Preparation
  - 2) Kinds of teachers
  - 3) Jobs
- B. Maintenance - Custodial
- C. Secretarial
- D. Administrative
  - 1) Principal
  - 2) Supervisors
  - 3) Superintendent
  - 4) A-V
- E. Food Services

Home Operations
- A. Builders
  - 1) Electrical
  - 2) Plumbing
  - 3) Etc.
- B. Furnishings
- C. Clothing
- D. Heating - Air Conditioning
- E. Financing

Transportation Business - Pleasure
- A. Bicycles
- B. Automobile
- C. Air
- D. Train
- E. Shipping
- F. Trucking

Communications
- A. Telephone
- B. Radio
  - 1) Pleasure
  - 2) Business
  - 3) Short wave
- C. Television
- D. Postal Services
- E. Advertising
  - 1) Printing
  - 2) Newspaper
  - 3) Outdoor (signs)

Health Services

- A. Doctors
- B. Nurses
  - 1) Hospital
  - 2) Doctor's Office
  - 3) County
  - 4) School
- C. Dentists
- D. Eye Doctors
- F. Druggists

Prepared by: Dorothy Duntley
Colleen Shannon
Patricia Mattson
James McLain
Del Cherrington

Walt Webley
July 12, 1970

Vocational Education
Action Plan School Year 1970-71
Grade Five

Unit I. Introduction

A, Why people work
B. What kinds of work people do
C. Different kinds of vocations
D. What kinds of work would the children like to do when they grow up?

Unit II. Transportation Vocation

A. To Develop awareness of jobs in the area of:
1. Bus and Train
2. Airport
3. Automobile (services - sales - mechanics)

Ref: Field Trips
Speakers may be arranged
Films
Poetry

Unit III. Construction Trades

A. to develop an awareness of jobs in the areas of:
1. carpenters
2. electrical workers
3. plumbers and steamfitters

Ref: Field Trips
Speakers may be arranged
Poetry

Unit IV. Agriculture

A. To develop an awareness of jobs in the areas of:
1. Fruit Orchards
2. Warehouses and packing plants
3. Lumbering
4. Canneries
5. Ranching

Ref: Speaker
Film
Poetry

Action Plan Cont.
Walt Webley

Unit V. Professional Vocations

A. To develop an awareness of professions

Ref: Field Trips
Speakers
County Health Dept.
High School College Counseling staff

Unit VI. Technical Vocations

A. To develop an awareness of areas of opportunity
1. A series of books designed to help young people find out more about jobs and the world of work.

Ref: What Job For Me?
Webster Division
McGraw-Hill Book Company

Unit Ref: Career Choice and Career Preparation
Order From: The Interstate Printers & Publishers,
Danville, Illinois 61832

Final Report
The Development of Vocation Appreciation in the Elementary School.
John H. Wilson
Yakima School District No. 7

Economic Education for Washington Schools
Kindergarten through Grade Six
State Superintendent of Public instruction
Olympia, Washington

A Guide for Developmental Vocational Guidance Grades K-12
The Oklahoma State Department of Education
D.D. Creech, Superintendent

Films: Washington State AppleLand
Airplane Trip by Jet
George's New Suit
Pacific Northwest (putting water to work)

Poetry: Music Through the Day, Silver Bardet
SRA, Families at Work
Let's Enjoy Poetry, Houghton Mifflin Co.

Action Plan, Stanton School
Grades 1,2
Cherie Masion
Mary Plapp

I. Getting to kncw the school

A. Teachers aide
   1. Her job and responsibilities
   2. Children's responsibilities to her

B. Janitor
   1. His job and responsibilities
      a. Visit boiler room
      b. How they can be helpers

C. Secretary
   1. Her job and responsibilities
      a. Visit office area to observe machines and equipment.
      b. How she can help them.
      c. How they can help her.
      (emphasize reasons for going to the office)

D. Nurse
   1. Her job, training, responsibilities, how many schools, how many children she's responsible for.
   2. Visit nursing station.

E. Librarian
   1. Her job, training, responsibilities
   2. How they can help.
   3. Care of books.
   4. Tour of library and facilitites.

F. Cook and lunch helpers
   1. Her job and training.
   2. Observe food being delivered (hot food and milk)
   3. Visit Kitchen
   4. Shor talks by delivery men.

G. Bus Driver
   1. His job and training.
   2. Visit garage
   3. Care of buses
   4. Safety rules and bus drills

H. Principal
   1. His job and training and duties.

II. Home---Their Dad's Work

A. Send questionaire home with each child about Dad's work* (or grandparents or mother)

B. Children bring picture of parent--with each picture write caption telling about their parents work and how it helps us. Display --- "My Dad Is Important"

III. Neighborhood

A. Make a map of the school neighborhood
1. Where students live
2. Stores
3. Businesses
4. Mail Boxes
5. Crosswalks
6. Job Sites

B, Field Trips
1. Gardner's Nursery
2. Eddy's Bakery Storage
3. Service Stations
4. Burnn's Sheet Metal Works
5. Tempke's Machine Shop
6. Auto Craft
   a. painting
   b. body work
7. Airport
8. Decoto Air Craft
9. Harrington's Ceramic Shop
10. Kwik Loc
11. Longview Fiber Company
12. Fairchild General Freight

IV. Students part in the division of labor

A. At home

B. At School

C. In the neighborhood

V. Use of "Our Working World"

Suggested Problems

1. Who are the persons who make up the family unit?
2. What work does father do?
3. Why must father work?
4. What work does mother do?
5. What work can children do?
6. How should children behave in the home?
7. Why must children obey parents?
8. Why is money needed in the family?
9. What can each one in the family do to make life happy for all?

Supplement

Dear Parents:

The boys and girls are about to start a unit of study about the importance of the many types of work their fathers do. We want to stress not only how important it is for every community to have policemen, fireman, milkmen,--- but that a community also needs salesmen, mechanics, truck drivers, farmers, etc. By working together men of different jobs emphasize the importance of every person living in the community.

Would you answer the questions below so we may include you as an important member of our community?

1. In what type of work are you employed?
2. Explain some of your duties and their importance in relation to the completed job.
3. Is there anything used in your work which the children would enjoy seeing? (Pictures, work clothes, materials, tools, etc.)
4. Would a field trip to your place of employment be worthwhile at this grade level?

Thank you,
Second Grade Teacher,

Tom Berndt
Action Plan for V.A. for 1970-71

The goal of this program is to make intermediate elementary students more aware of the broad spectrum of occupational opportunities. It is hoped that this program will assist them in their later educational and occupational choice. Specific objectives of this program are:

1. To integrate vocations into the intermediate social studies program
2. To keep a vocational awareness emphasis uppermost in the minds of students.
3. To give students an on-the-job look at different vocations.
4. This will be coordinated with the Vocational Awareness Specialist

Vocational Awareness for 5th grade

This program is designed to be integrated into the 5th grade social studies unit. These field trips will deal with the trades and how they have developed through the years.

A. Painter

B. Carpenter

C. Plumber

D. Machinist

E. Street Department Employee

F. Policeman & Fireman

Jim Moore
Action Plan for 1970-71

I plan to identify two classrooms (one primary and one intermediate) where I can meet with each class for one hour per week to work toward the following goals:

a. increased knowledge of the number and types of jobs that are available in the Yakima area.

b. increased knowledge of the level and type of training necessary for various types of jobs.

c. increased awareness of individual interest and abilities that can lead to a vocational choice.

These goals can at times be correlated with the social studies program and can be further implemented by the use of field trips, film and slide presentations, speakers and resource persons, and printed materials and books.

For organizational purposes I would use job classifications at least similar to those in the SAAS scales: Scientific, Mechanical, Clerical, Computational, Sales, Social Service, Verbal and The Arts.

If necessary, progress toward the expressed goals could be measured by pre and post tests and increased interest in areas of curriculum related to vocational interests.

This plan could be carried on from six or eight weeks to the entire year depending on the enthusiasm of those involved. I would not attempt the plan unless there are enthusiastic teachers who are willing to work and plan with me. My purpose in starting with two classes is to have an exemplary program (assuming success) that others may wish to incorporate at another time.

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Carol L. Butler
Action Plan for 1970-71

On one of the workshop days, before the regular school days, I think it would be quite profitable for the other teachers in our building if we would give them a brief resume' of our activities from the Vocational Awareness Institute. We could give a sample or two of the units that were done at Adams, so that the other teachers are able to see how we incorporated our workshop in the classroom.

To give an idea of how we are going to continue our summer work, we could briefly explain the way we are going to work vocational awareness in our classrooms.

During the whole school year I plan to have one hour a week as vocation day, preferably at the first part of the week. At this time I plan to present different types of vocations by pictures, fieldtrips, books, and resource persons. If I am able to work it into the first part of the week, follow-up activities can be used for the rest of the week as seatwork. Resource persons contacted for classes could possibly be shared with other classrooms and the whole building at an assembly.

Paul Jenkins
Action Plan

This is an action plan prepared by Paul Jenkins, Don Drengson, and Connie Webley for teachers of special education at the elementary level.

We have plans for a field trip each month with a unit to go along with the field trip. A tentative plan is:

September - grooming
October - Fish & Conservation
November - Hobbies
December - Florist
January - Food - Bakery
February - Advertising
March - Clothing
April - Heavy Construction
May - Aerospace

The categories alone have purposely not been expanded upon to allow for flexibility and class individualities. Each unit listed will include a field trip, resource peiple, and other instrucional activities geared to the needs and interest level of the various classes.

As a part of our special education program, the children are taken weekly for swim classes to the YMCA. It is our intention to incorporate observations of the construction of the Yakima Mall at this time also.

When the California and especially the local View Cards for EMR's become available, these should be made easily accessible for the teachers involved.

We plan to incorporate as many vocational awareness activities as possible into the annual conservation outing made early in June.

At our staff meeting for special education teachers, we hope to provide the other teachers with the information and materials learned and gathered through our institute.

Because of my mobility, I will be able to aid the other teachers with some of the difficulties they might have in implementing our action plan.

Dick Thomas
Action Plan for Lewis & Clark Jr. High 1970-71

Prior to the defeat of the most recent school levy, some of the staff at LC proposed a tri-mester plan which would change the present two sememester to three. In addition to this tri-mester plan it was proposed that vocational awareness be presented to our students in several classes, primarily Home Ec., shop, and a career development experience class. This plan would require additional funds. Due to the failure of the levy this plan was one of the first proposals cancelled.

It was planned that the 7th grade would receive and be exposed to a wide range of vocations. Students would be able to start specialization in the 8th grade. This would continue in the 9th grade and hopefully continue in the same trend throughout high school. The periods of training would be like a pyramid with the base as the 7the grade and the apex as seniors in high school.

With a definite lack of funds for the coming school year a plan that does not involve money is probably the only one that would stand a chance of acceptance by the staff at LC. Therefore, I intend to suggest that each teacher on our staff, spend 10 teaching days each semester, (5 each quarter) on vocations. I will suggest that the vice-principal be the over-all coordinator on these units. It is possible that there will be lots of over-lap on interests levels. I don't think this is a serious problem. I think the different vocations each staff member selects for their students will give the students a large exposure and should create a definite interest for some. I suggest that the first period of one partucular week be used by 7th grade teachers, another week set aside for the 8th grade and so on for the 9th. This plan is not going to be accepted by the staff with open arms. If I can get the support of a few and convince the administrators of its value, then maybe we can sway over a majoriity of the teachers and put the plan into action.

The major problems I see in the plan are:

1. Lack of support by other teachers.
2. Teachers not knowing how, or what to use in exposing their students to a variety of vocations.
3. Shortage of time. That is, I don't think one hour a day is enough time to do the job, so there will be time overlaps and I think some teachers will object to students coming into school late and being late to their class.
4. Co-ordinating facilities such as transportation and etc.,
5. I think parents will have to be totally involved for this plan to succeed and initially this total involvement may be difficult to achieve in the LC area.
6. Lack of support by the administrators.

I realize this plan is in the back of the bus as compared to the 1st plan. However, if this plan is endorsed by the administration and given careful and detailed guidance by the vice-principal it just might succeed. It isn't much now, but it isn't going to cost any money, and if it is accepted will be a tremendous improvement over what we had. Quite frankly, it will be a start and we need to start somewhere.

Della Cornwall

ACTION PLAN * Grade Four

Correlated with the Social Studies Program primarily but enriched through Science and Language Arts Activities. While studying specific cities, emphasis can be placed on their respective prime producers as well as products.

CITY	VOCATIONAL EMPHASIS	ACTIVITIES	RESOURCES in addition to library books
The Market Place	Skills Professions Services	Learn vocabulary: goods, services, income, trade, competition, industry, business Visit a grocery store, observe various workers and services Make charts of Job Families: Hospital, Schools. Have children bring something from home, preferably something they've made. Sell or trade. Preface with a letter home. (Science Unit - Grooming, persinality, and attitudes.) Have children keep eyes open for nice things their classmates have done. Write them on paper and place in HUSH PUPPY box. Share just before dismissal. Keep as an ongoing activity.	Our Working World - Cities at work, pp. 60-77 Guide for Developmental vocational guidance, pp. 22-22, 43-44 and 61-62 Personnel consultant from and institution to discuss "People I Don't Hire and Why??"
Seattle	Lumbering and home building	Historical research of Yakima Valley: Ben Snipes, Ft. Simcoe, Collect antiques, tools equipment. Bulletin Board: TEEPEES _ TENTS _ TOWERS Choral reading: This is the House that Jack Build. Observe Workers in the woods through use of film - OUR NEW ALASKA P.O. Box 3623 Portland, Ore. Thinking Center: How does the forest help the soil?the water?air?animals?fish? Which animals make their home in the forest? Can we do as we please in the woods? We might live without wood, but can we live without forests? Why? How do forest crops differ from other crops? How do you use products of the forest. Visit a home under construction, Buren Sheet Metal Build a simple wood project with asst. from Jr. Hi.	Visit from a pioneer Read excerpts from Nothing in Life is Free Visit from antique collector Slides and tape: This is the House that Fred Builds

Action Plan Cont.

CITY	VOCATIONAL EMPHASIS	ACTIVITIES	RESOURCES
Pittsburg	Steel and Autos	Learn vocabulary: assembly line, production line, market, profit, loss, demand, supply, Construct from cardboard boxes, and auto mobile factory and related factories Make a chart of <u>The Automobile Family</u> Individual research on history of auto mobiles and individuals, their contri butions. Visit Service Station. What services and to who so he render these services?	Film:The art of Metal Forming sponsored by Shell Oil Film: The American Road sponsored by Ford Museum & usually available at library O.W.W. - Cities at Work, pp. 186-203. Your People and Mine, pp. 215-229 and 385-392
	Steel and Railroads	Flannelgraph story of the Golden Spike Railroad Songs Map: Follow the tracks that a trainload of apples might go as it heads east. Build a chart - <u>The Railroad Family</u>.	OWW-Cities at Work, pp.48-55 Your People and Mine,pp (Dale Carnegie) Resource person from RR and/or fruit warehouse; stress dependence.
HOUSTON	Space and Oil	Relate to science unit of energy Produce a Tel-Star TV show of an important news happening at time of study. Order NASA's display Have a model airplane show, enriched by a thumbnail sketch of kind and purpose of plane Observe nightskies and learn constellations Used gummed stars on black paper and form the constellations visible. Compose a Space Illustrated Dictionary of words related to space program. One word per page with diacritical markings, illustrations and brief explanation. Making and sending up a small rocket	Your People and Mine-4 pp 262-263 OWW, Cities at Work, pp. 102-109 Expanding the World of Science, pp. 248-276 A Guide for Developmental Vocational Guidance, pp. 55-57 <u>Life</u> magazines with Space Articles Military resource person or Don Ramsey

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Action Plan Cont.

Unfinished Bulletin Boards to be completed by the children in various media.

1. TEEPEES = TENTS - TOWERS completed with drawings

   years-
   homes-
   work-
   tools-
   dress-
   food-
   transportation-

2. WE WORK TOGETHER SO WE CAN PLAY TOGETHER Completed with stick figures to show different jobs and different games that are engaged in at school.

3. WHAT IS A CITY? Magazine pictures to form a collage.

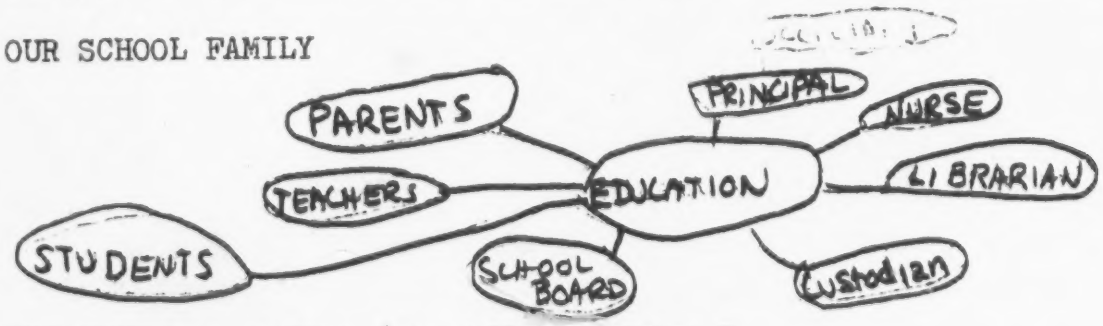
4. WE LEARN TO LIKE FOODS - drawings or labels from prepared foods.

   Breakfast Lunch Dinner

5. WHO BELONGS TO THIS HAT? Make a riddle.

6. WHO USES THIS TOOL? This can be a guessing game, the children bring a tool and keep it in a paper sack. others ask questions that can be answered with only "yes" or "no".

7. OUR SCHOOL FAMILY



8. THE HOSPITAL FAMILY (similar to number 7.

Margaret Dawson
Vocational Awareness Institute
July, 1970

PLAN OF ACTION FOR 1970-71

I. The first thing I hope to do is to begin building a VOCATIONAL PICTURE FILE, containing not only pictures but brief job descriptions. I hope to make this available to other teachers.

II. Through planned units I hope to place an emp hasis on vocations associated with the subject of the unit. (See following pages.)

III. I hope to be able to find some means of involving parents in these units of study.

A. Make home visits in all the homes of my students.

B. Enlist three parents, and three children to serve on a committee with me to plan each unit and to assist on the field trips.

C. These trips may be done in connection or association with one of the Follow-Through First Grades at Adams School, with the Fourth Graders acting as buddies to the First Graders.

D. Make special effort, by personal invitation to parents, to get them to visit the room in action.

Unit of Work	Occupation Involved	Activities-Field Trips
BOOKS What does a book contain? What is its importance? How is it made? Who is responsible for making a book?	Writer or author Illustrator Publisher and/or printer	Field Trip: A Print Shop Activities: Make a book, stitch and bind it. Use this book for poems, creative writing
LIBRARIES Why do we have libraries? How are books arranged on the shelves? What is this Dewy System? How may I best use the library?	Librarians Catalogers Book Menders Reference Librarians	Field Trip: Public Library Activities: Library Skill games Arrange classroom library in correct order.
COMMUNICATION How do we communicate with each other? How do we communicate with someone in another town?	Men working in the Post Office Postal carriers Men driving delivery trucks within the city Rural mail carriers Telephone operators, lineman etc.	Field Trips: Visit the Post Office Visit the telephone co. Activities: Write letters Role play Postal work Role play Telephone work
NUTRITION What are the foods necessary for good health? Why are these particular foods necessary?	Dietitions Doctors Extension services	Resource people: Mrs. Whybark School Diet Mrs. Laura Davis (Ext.se Make good health posters Make charts of meals eaten
DENTAL HEALTH Why is it best to brush your teeth? How can we strengthen our teeth or prevent cavities? What should we do if we find a cavity	Dental hygienist or technician Dentist Dietition	Resource Person School nurse Dentist Puppet play
GOOD GROOMING Why should I comb my hair? Why shouldI keep my face and hands clean? How often should I bathe? After bathing should I put on the same clothes I was wearing just before bathing	Barber Beautician Cosmeticians	Resource person: Barber Beatician Make scrapbooks on good grooming Stick puppets

Unit of Work	Occupation Involved	Activities-Field Trips
<u>HISTORY OF OUR AREA</u> Who were the first people to live in this valley? Who were the first white people to come here? Why did they come? Where was the first settlement?	Rangers Curators of museums	Field trips: Fort Simcoe Frontier Museum Yakima Valley Historical Museum Diorams of events Play-Creative
<u>Transportation</u> How do people travel to our valley today? What is the fastest means of travel today? Why do we need buses, trains and planes?	Bus Driver Train conductor Train engenieer Freight man Ticket salesmen Baggage man Pilots Stewardess Dispatcher	Field trip: Airport Pictures of models of transportation Mural of history of transportation
<u>LUMBERING</u> Why do we need so much lumber How many things can you find in this room that are made of lumber? How do we get lumber from the trees to build our homes?	Loggers Truck drivers Sawmill workers Etc.	Field trip: Boise Cascade Resource person: Ranger Build a model showing the lumber industry or paint a mural
<u>FRUIT INDUSTRY</u> Why is so much fruit grown in our valley? What fruits are grown and sold here? Where is our fruit shipped Why do the farmers do so much spraying?	Farmers Pruners Fruit packers Fruit pickers fruit thinners Cannery workers Pilots of planes used for spraying	Field Trips: Visit an Apple Orchard during picking Visit a packing plant Activities: Make applesauce or apple jelly.

Arno L. Johnson
Action Plan

The following proposed items will either be initiated or completed during the 1970-71 school year. Due to the complexity of some items, more than one year will be needed to implement them.

1. A county-wide program of vocational interest and/or ability testing for all boys and girls during the 11th grade.

2. The compilation of a packet of material and/or suggested lists of material to help counselors in the area of vocational guidance.

3. The implementation of a county-wide program of vocational awareness at the elementary school level.

4. A periodical newsletter to counselors and administrators to keep them up-dated in the area of vocational guidance.

5. The placement of the programed textbook entitled Career Opportunities in all counseling centers.

6. Serving as a liason agent between the schools and personnel involved in the Upper Yakima Valley Vocational Coop.

7. Serving as a liason agent between the schools and personnel involved in the Mid-Valley Vocational Co-operative.

8. Enlarge the intermediate district file which deals with various occupations and the vocational and other special post high school training centers.

9. Assist in civic groups as they relate to vocational education.

10. Assist in the development of a county wide career fair for grades 7-12.

Margaret Mattson
Action Plan for Grade One
(To be used in conjunction with Our Working World)

Purpose of Lessons:

1. To create an awareness of the world of work and that all jobs aren't college oriented.
2. To create an understanding of the responsibilities and characteristics of many jobs.
3. To create a more likeable self-image.
4. To encourage pride in a job well done.

I. Specialists at Work

Discussion:

1. What is father's job away from home?
2. Does mother work away from home?
   (Arrange into job families)
3. How are these jobs alike?
4. How are these jobs different?

Activities

1. Draw - Paint pictures
2. Make a bulletin board
3. Make hand puppets
4. Dramatize or pantemime different jobs.
5. Children share or show fathers hats - if symbolic of his job
6. Invite specialist in as resource person. (school nurse, secretary, etc.)
7. Make booklet on workers

II. What I Want to Be

Discussion:

1. Do I like to work outside?
2. Do I like to work inside?
3. Do I like to work with my hands?
4. Do I like to solve problems?
5. Do I like to work with others?
6. Do I like to work alone?
7. What do I think I want to be?

Activities

1. Make reports on what they want to be.
2. Teacher reads poems and stories.
3. Read, "I like to Be a _____" series.
4. Pictures - booklets - bulletin board

Margaret Mattson
Action Plan Cont.

III. Our Needs (Food, Clothing, Shelter)

Food Discussion
1. From whom does your mother buy your food?
2. From whom does the groceryman get his groceries?
3. Who brought the groceries to the store?
4. How many people have handled your favorite food?

Activities:
1. Visit a grocery store
2. Visit a wholesale warehouse
3. Visit a chicken farm, apple orchard
4. Draw or paint pictures

Clothing discussion:
1. Where do you get your clothes?
2. From whom does the store get the clothes?
3. What kinds of jobs do stores have?

Activities:
1. Prepare a table display showing the materials and tools needed to produce clothing.
2. Make booklets
3. Design clothing
4. Dress puppets

Shelter Discussion:
1. What kinds of workers built your house?
2. What did each worker do?
3. Who keeps your appliances in repair?

Activities:
1. Work with hand tools and lumber.
2. Watch a home being built, near school if possible.
3. Draw pictures - design house plans.
4. Make box houses.

I will have no problems putting vocational awareness in many of the lessons in the first grade World of Work Series.

Diana Fithian
Action Plan

The development of vocational awareness will be a continual process throughout the school year, with special emphasis in social studies' units.

Objectives:

1. Broaden knowledge of world of work
2. Develop positive attitudes toward work not associated with college degree.
3. Awareness of some of the preparation needed for success at a job.
4. Awareness of occupations prevalent in the Yakima community.
5. Contact with successful models of working minority persons.

Resources:

1. Social Studies Guides: Yakima Public Schools
2. Economic Education for Washington Schools
3. Our Working World: Neighbors at Work
4. Green: I want to be Series
5. Vocational Field Trip and Speaker Resource Directory

Initial Unit -- Fall -- Welcome to the World of Work

1. What is a job? What are some of the general duties, responsibilities, skills?
2. Jobs pertaining to school: janitor, cook, secretary, librarian, aide, counselor, etc. Visit or invite to classroom.
3. Occupations represented by students' parents, siblings, neighbors, friends.
4. Job of the Month - throughout the year.
5. Look at self--What things do I like to do? What sort of things might I like to do?

Explore the various occupations relating to:

1. The Community
   People who serve our community
   Field Trips: Bank - Industry - City Hall
2. Transportation
   Field trips: Airport - Bus lines
3. Communications
   Field Trips: Telephone Co., Radio and TV Station
   Do some video taping
   Working with telephone kits

Levels of Involvement -- Types of Activities

1. Discussion
2. Field trips
3. Resource speakers
4. Creative dramatics
5. Role playing
6. Use of literature
7. Experiencing job ("being" a carpenter)
8. Creative writing
9. Use of bulletin board - Job of the Month

Virginia Russell
Broadway School
Third Grade
Action Plan

Due to the unique organization of the Project PLAN curriculum, only Friday afternoons will be devoted to activities in occupational awareness. As the social studies program of Project PLAN is based on the ecology of communities, especially the geographical aspects, the activities in vocational awareness will relate the content of this social studies programto that of the Yakima Public Schools. PLAN's social studies unit include "My Own Community, Desert Communities, Arctic Communities, Tropical Rain Forrest Communities, Mountain Communities, Grassland Communities," and some economics and history. Yakima's regular social studies has third grade units on Indians, Aerospace, Lumbering and Forestry, Textiles, Food Processes, and Economics. A vocational awareness program could thus relate and integrate both programs.

Each month a particular unit will be emphasized, such as jobs related to aerospace. Each Friday a worker from this area will visit our room or a field trip arranged. A bulletin board will "grow" each month as the unit is developed. Photographs of the speaker, bulletin boards, and field trips shall be placed in a class scrapbook. Follow-up activities, including thank you notes will conclude each Friday afternoon. A display of related books, records, and magazines will be displayed each week. At the end of the year, a vocational awareness day will be planned, inviting all speakers who participated, and including student skits, plys, poems, and songs for each unit. The scrapbook shall be presented to the school library as a class gift.

<u>September</u>--Agriculture
1. Ranch workers--Mr. Bill Holtzinger, Wiley City
2. Chicken Ranch--Visit to Lynden Farms
3. Veterinarians--Alpine Veterinary Hospital
4. Entomologist--Dr. White from U.S.D.A.
5. Exhibits at Central Washington State Fair

<u>October</u>--Food Processing
1. Meat processing--speaker from Cliff's Meat and Lockers
2. Dairy processing--Mr. gene Lock from Maid O'Clover; visit
3. Restaurant jobs--Chalet Restaurant and Royal Fork visits

<u>November</u>--Textiles
1. Factory--Yakima-Western Sportswear
2. Retail--The Singer Co.
3. Laundry--Visit to Crest Laundry and Dry Cleaners
4. Finishing--Pacific Textile Finishing Co.

<u>December</u>--Selling
1. Drug, candy, and card salesmen
2. Promotions--Mr. Weber J. Floyd, Sales Promotion Service

Virginia Russell
Action Plan Cont.

January--Aerospace
1. Pilot and stewardess-United Airlines
2. Visit to Airport, Helicopter Services Co.
3. Airplane Builder--Schweitzer Co.
4. Flying instructor--McAllister School of Flying

February--Communications
1. Telephone workers--Pacific Northwest Bell
2. Radio and television workers--visit to KIMA and KMWX
3. Reporter--Herald Republic Newspaper
4. Mail--U. S. Post Office visit

March--Native Americans (Indians)
1. Education--speaker from Central's Center for Migrant and Indian Education
2. History--speaker from Yakima Valley Museum and Historical Association
3. Visit to Indian Trade Fair in Wapato.

April-- Power Sources
1. Natural gas--speaker from Cascade Natural Gas
2. Electricity--speaker from Pacific Power and Light Co.
3. Atomic power--speaker or visit to Hanford Atomic Center
4. Electrical specialties--Mr. M. Satre, Western Electric

May--Forestry and lumbering
1. Forest service--visit to Ahtanum Ranger Station
2. Lumbering--visit or speaker from Boise Cascade Co.
3. Carpenter--Mr. Bill Kunz, Carpenters' Union
4. Tree Surgeon and services--speaker from AAA Tree Service

June--Vocational Awareness Round-up
1. Vocational Awareness Day

RESEARCH REPORTS

Book Summary
Ethel Carter

The Job Ahead
New Rochester Occupational Reading Series
Syracuse University Press 1963

This book contains a collection of stories written at an elementary level and concerns young people who are looking for jobs and are starting to work. Some find work right away; others have a hard time finding work. Some will do a good job; others will not. Some will even lose their jobs.

The first section, Starting Work, contains episodes about young people and their first jobs. The importance of promptness, personal appearances, courtesy and responsibility are in evidence throughout the stories.

Section two, On the Job, relates to people who have been working a year or more and what they have found out that helps them to be able to keep the jobsthey have. It often tells how they feel about the jobs they have.

Section Three, Keeping The Job, is about people who want to keep their jobs. Some want promotions and find what is needed in order to be eligible for a better job. The reader is asked to examine the work habits of the characters in the stories and decide whether they would be a candidate for promotion. These stories will show things one can do to keep a job and will also show how people can lose their job.

In Section Four, Working For the City, we read about the many important services that a town or city gives to its citizens. These services not only provide good jobs for manyworkers but also help all of us to live better. These stories tell about the city workers and their jobs.

Time out for Leisure, the topic covered in Section Five covers this very important part of life. Young people are encouraged to make wise use of their leisure time and to use it to learn things--things about themselves, their friends, and their family. The stories are designed to help young people make their own leisure time a more important part of their lives.

Teacher's Guide
Ethel Carter
The MATCH box press
Schanck, Susan; Carey, Marian
The Children's Musum, Jamaicaway, Boston, Massachusetts, 1963

Materials and Activities for Teachers and Children

With the MATCH Box Press, children (grades 5-6) can print a limited edition of a book. With the teacher as publisher to oversee and assist, they write and edit the manuscript, design, print, and illustrate the book. The teacher's guide provides instruction for all phases of the process which is designed to take about three weeks. A production handbook is provided for use by the children. It provides instructions and illustrations of some of the common problems and their solutions. Supplements include an inventory of materials in the kit, a bibliography and a short history of the MATCH Box Project.

Each child is taught all the jobs necessary in order to produce the book. Jobs then are rotated on a daily basis.

Dorothy Duntley
Miro Form Review

North Carolina Advancement School Winston-Salem, North Carolina

The North Carolina Advancement School, a residential school for underachieving eighth grade students of average or above average potential, tries to correct educational deficiencies and to equip students with skills and attitudes needed to appraise themselves and to judge their chances for future schooling and occupational success. Another aim is to discover, use, and evaluate new teaching methods that can be adapted for use in the regular classroom. Curriculum - emphasis on reading, writing, arithmetic, speaking, and study skills. Also in-service education for teachers working knowledge of new approaches and techniques. The teachers learn by active participation. The students in the Advancement School are taken to visit nearby industries, museums and cultural events. This is done to increase their awareness of the opportunities open to them.

Occupations and Careers by Walter James Greenleaf
McGraw-Hill Book Co. Inc. Copywright 1955

This book is designed for an occupations course and even though much of the material is not up-to-date the book has excellent information.

The book is divided into three parts. Part I concerns the individual - his interests, hobbies, knowledge of local opportunities, and how to study occupations, and how to get a job. Since interest is simply something you like to do and students can develop interest in many fields, it is important that children be exposed to many fields of interest. Experts in interest measurement believe that after 16 years of age our basic interests change little. Therefore, it seems we should try to develop these interests in grade school. It is felt that hobbies can help in this area. Often young people capitalize on their hobbies by finding employment in fields related to their hobbies. The author felt that students should also have a knowledge of local opportunities since young people tend to leave their home towns looking for jobs simply because they do not know about local opportunities.

Part II concerns individual occupations. It was stated that a student should choose a field of work rather than a single occupation. It is felt that school work takes on more significance the moment it is related to real employment.

The author said that before World War I most high schools were concerned mainly with preparing students for college. Since then high schools have added many vocational courses. The trend in high school is toward preparation for life for all students.

Part III discusses typical industries that employ workers in all occupational classifications.

ED oll 296

Walt Webley
July 10, 1970

Vocational Care Program
New Mexico State Dept. of Education
Hobbs, New Mexico

This is a program for junior high school children. Hobbs New Mexico felt a need to do something for low ability students. In order for a student to get into a core class he must meet the following criteria:

1. Poor general attitude
2. Lack of interest in regular program
3. Chronic misbehavior
4. Petty criminal activities
5. Truancy
6. Inability to get along with others
7. Potential Dropout

An effort is being made to keep these classes from being thought of as a place for misfits. The objectives are:

1. Meet the needs of students
2. To relieve the classroom teacher of discipline problems
3. To establish flexible school program

This is a good program and it probably is meeting the needs of children in Hobbs, but I can't understand how this program qualifies as a strictly vocational program.

History of Industrial Education in the United States
Melvin L. Barlow

This is an excellant book on the history of industrial education. This book has very little on vocation education in the elementary school.

Connie Webley
Vocational Awareness
Book Report

EDUCATION

For A Changing World of Work--1963-64

This study is a report of the panel of consultants on Vocational Education who were appointed by the President of the United States. The study was prepared at his request.

In the first chapter of the book the Panel has attempted to outline the types of vocational education necessary for the 8 out of 10 Americans who will not recieve a baccalaureate degree. It was interesting to me to note how much emphasis was placed on skills in reading, mathematics, and other general education fields. These skills were termed essential, and even when discussing vocational education in its many forms beyond the scope of public education the role of the basic public education was still stressed.

Historical background of financial support was covered in Chapter 2. The development of the Smith-Hughes Act and various other short term Acts were discussed, leading up to the Manpower Development and Training Act and Appropriations in 1963. The remainder of the book (part I) was spent in studying the contemporary program and various areas of service.

Part II was an indepth evaluation of various aspects of the contemporary program, while Part III dealt with improvement and re-direction of the program. Part IV explained the role of the Federal Government in Vocational Education, and was, of course, concerned with the problems of financial allocations and levels of training.

In its Conclusion the panel stated:

> "We have examined vocational education against the backdrop of mobility, urbanization, technological advance, and the population explosion of the 1950's and 1960's.
>
> These conditions, which are without precedent in their intensity, produce very difficult social and economic problems and present a challenge to our ingenuity, intelligence, and statesmanship."

In my opinion this book is a <u>must</u> for those who are working in the areas of vocational and occupational training and awareness. (And whom among us are not?) When I say it is a <u>must</u>, I do not intend to imply that it should be read in it's entirety at any one time, but that we should be aware of it's content so that we will be able to go to it for specific information when we need it. In the areas of federal government involvement, control and support, we need to know that in this publication we can get very close to up-to-date information.

It also seems important to me that we be aware of what is expected of us as public educators. Unless we know by what criteria we are measured, how can we hope to fulfill the obligations put upon us? This matter of expectations, as well as many other factors lead me to believe that this is a valuable publication to have at our disposal.

Connie Webley
July 11, 1970
Book Report

Charley The T.V. Repairman
by
Stanley Anton
Illustrated by Peter Madden

This book is written in a very unusual style that many English teachers would, no doubt, find objectionable. The main vehicle by which the author sets the tone for the script is short choppy sentences fired in a quick staccaco sequence.

The main appeal for me was the underlying thread of humor. The various comments were presented in a "good intentions" context with enough humor to negate any "preaching" inclination.

Sam is the owner-manager of his own shop and the person from whose point of view the whole thing is written is a young man who comes to him to train for a job.

In the course of the book the following things are stressed:

Chapter 1. Where I teach My New Boss a Lesson. About calling a man "boy", and salary.
Chapter 2 Sometimes I Win. About punctuality and spelling.
Chapter 3 I Find Out About T.V. Dogs. About grooming habits and especially difficult repair jobs.
Chapter 4 Where I Step on Some Flowers. About safety clothing and customer relations.
Chapter 5 Hang-up? Technical equipment and things not included in the service manual.
Chapter 6 Where I Meet a Dog With No Bite. A solo home repair job.
Chapter 7 Sam is Nuts. Why Sam repairs things that don't pay well, use of the soldering iron, its sound and spelling.

After each chapter there are questions and independent activities presented in such a way that they're fun to do. These activities reinforce specific content learning and are a real strong point of the book.

I would like to have this entire series (What Job for Me?) at my disposal. I would recommend that each school library should carry at least one set. In this I would include elementary schools as well as junior highs and high schools. The vocabulary is at a low level, but the interest level will maintain motivation for those whose ability is superior to the vocabulary level.

This series was copyrighted in 1966 by McGraw-Hill, Inc. It is up-to-date, well presented and definitely worthwhile in occupational counseling.

Cherie Masion
Summer 1970

Occupational Information in the Elementary School

by Willa Norris
1963

I. Chapter 1 covers the importances of occupational information at the elementary school level.

A. This is a time of becoming aware of jobs, not a time of necessarily choosing an occupation.
    1. It is a time of emphasis on appreciating all workers.
    2. It is a time to identify with adult workers.

B. Children are interested in work
    1. Children are often asked what they want to be when they grow up.
    2. Often in play they assume occupational roles.
    3. Most children understand the importance of work in the adult world. (It means growing up and being on ones own.)

C. Forces important in the child's vocational choice.
    1. The adult model.
    2. Teacher's play important role in influencing young people.
    3. Parents play important part in their child's occupational choice, through expressed attitudes and wishes.

II. Psychoanalysts and vocational choice.

A. Ginzbergs theory of vocational choice.
B. Hoppocks theory of vocational choice.
C. Super and vocational development.
D. Roe's theory of vocational choice.
E. Havighurst and vocational development.

Thoughts from these pages: Family background also includes the family attitudes and values that are an important influence on occupational choice. Still another situational factor is the economic helath of the person's community, state, and nation. (Super p. 25)

No other factor in a person's life can satisfy as many of his needs as an occupation does. (Roe p. 29)

In our culture, work is a symbol of adulthood. For the most part, it determines the social and economic status of the worker and his family. (Roe p. 29)

If Havighurst's theory of vocational development is accepted, each child would have opportunity to identify with and adult worker. (p. 33)

Vocational choice is a process rather than a single event. (Havighurst p. 34)

F. Norris, Zeran and Hatch, suggest there are levels of occupational information

1. Develop wholesome attitudes toward all fields of work.
2. Make the child aware of the wide variety of jobs ranging from the occupation of his mother or father to those of community helpers--the policeman, the postman, the milkman.
3. Answer the myriad of questions about occupations.
4. Explore the various rewards of work, since influences of his home or community may have persuaded him that money is the only reason for working. (p. 38)

III. The next chapters outline units for social studies; which emphasize awareness for each level from kindergarten through sixth grade. It has information on planning field trips, interviews, etc.. Areas that should be covered at each level. Examples are given of all the suggestions in the units.

The book concludes with this statement:

Teachers and counselors can help children find rewarding places in the richly varied and immensely challenging occupational world. But to do so, they themselves must understand it, and they must be able to make it clear to their students.

IV. Parttwo has over a hundred pages of resource materials: Books and pamphlets with the price and address, films and filmstrps. They are listed according to occupation.

Tom Berndt
Book Summaries

TEACHING VOCATION IS a book that I would recommend that District No. 7 buy for their vocational library. The chapter on attitudes is the best chapter in the book. It deals with building attitudes before you deal with vocations, and then continues to work on attitudes as it works with vocations. The other chapters are also good and could be helpful in next year's institute.

IMPERATIVE EDUCATION has two chapters that deal with vocation. The two chapters that deal with vocation are factual and explain the needs for vocations in the public schools. The book did not deal with vocational education and, therefore, I would not recommend this book for next year's institute.

TEACHING THE INDUSTRIAL ARTS

Ericson & Soefeld

This book is a comprehensive, practical approach to the teaching of industrial arts, howevever, much of this book could be applied to any field of teaching as it deals with general teaching practices. This book would be especially helpful to a beginning teacher in the field of industrial arts or to a teacher who may wish in-service training to teach in the field of industrial arts.

The first 10 chapters deal primarily with the needs of industrial arts from the planning for the beginning of the school year through the various activities including the closing of the school year. The remaining 9 chapters include outside responsibilities of the classroom teacher. This book emphasizes the fact that industrial art teachers are an integral part of the overall school program and should be aware of staff actions, public actions, extra curricular responsibilities, professional responsibilities and teacher preparation.

The 375 pages and 19 chapters are written in easy to read format.

Del Cherrington
Vocational Awareness Institute
Summer, 1970

A TENTATIVE PROPOSAL FOR A VERTICALLY INTEGRATED OCCUPATIONAL

CURRICULUM FOR SCHOOLS IN MICHIGAN

Michigan Department of Education 1968

"Education in Michigan is charged with the responsibility for providing all citizens who participate in our democratic society with an opportunity to become and remain occupationally competant."

There is need for a vertically integrated occupational curriculum starting at the elementary level and continuing through post secondary level. Guidance and counseling are integral parts of the program at all levels.

Beginning at the elementary level the student should have the opportunity to acquire positive attitudes toward work through integration of occupational learning in the total instructional program.

The early secondary level, 7th, 8th, 9th or 10th, is aimed at stimulating occupational interests and provide some exploration in several areas.

Late secondary, usually grades 11 through 12, provide specific training in "cluster" areas which are closely related occupations. It is felt that individuals who have opportunities to train in cluster type circumstances can have an easier time adopting to the changes occurring in the labor market.

The post secondary and adult program is to give depth of training for a particular occupation or closely related occupations and for re-training or assisting a person in upgrading their skills.

Programs for students with special areas may have to be started earlier and provide for individual needs through a personalized student centered curriculum.

It is recognized that additional research is needed in the area of vocational-technical education.

Summary by Del Cherrington
Vocational Awareness Institute 1970

Jim Moore

OHIO ELEMENTARY GUIDANCE

Compilation of Project Abstracts 1966-67

Of sixteen project abstracts detailed in this publication, only one dealt with vocations. This project was for the Dayton City Schools and listed among its goals to establish programs in two elementary schools and to assemble and develop vocational materials for use in elementary schools.

One of the two schools involved was in a middle class neighborhood, the other in a low social-economic area. Each school had a full time counselor. Units were developed for second, fourth and sixth grades on a one hour per week basis. At each grade level different teaching approaches were used on each of three classes and a fourth class was used as a control group.

The following conclusions were drawn from this program:

1. Measurable increments in vocational knowledge, level of occupational aspiration, and realism of occupational choice can be attained following a planned vocational program.

2. The "best" approach to the instruction and counseling in a vocational-occupational program is undetermined by this project.

3. Teacher and parent responses to a vocational guidance program at the elementary school level is generally positive and supportive. This is particularly true in disadvantaged areas.

Jim Moore

Self Appraisal and Assessment Structure (SAAS)

This measuring instrument was developed in Santa Clara through funds provided by PL 88-210. (Vocational Education Act of 1963)

The SAAS represents a self assessment process carried out by means of a group of twelve rating scales set up within a structure which enables a serious and concerned student to make a workable appraisal of a number of abilities that are related to academic and occupational success.

The students first rate themselves in eight different areas that deal with fields of work: Scientific, Mechanical, Clerical, Computational, Sales, Social Service, Verbal, and the Arts. The second group consists of four scales that are important to success in school: Academic, Motivation, Energy, Output, and Organization.

According to the authors of this system, students at the ninth and tenth grade levels "are generally too far removed from entrance into the world of work to be even mildly interested in anything that suggests that they make an occupational choice." As a self appraisal this instrument, then, would be usable by high school juniors and seniors and, in my opinion, only those with a great deal of insight as to their own strenghts and weaknesses and at least an average ability in reading. I think that students should begin thinking about these things much earlier.

I see much value for an elementary or junior high school teacher or counselor in picking out parts of this material to use in making students aware of abilities needed for certain types of jobs and what training must be acquired if a student has the interest and the ability. It is helpful in sortingand organizing jobs under different major headings

Carol L. Butler
Book Report

Washington State Plan for Vocational Education, July 1969

Part I Appendix
1. Interlocal Agreement
2. Interlocal Cooperative Agreement
3. Qualifications of Personnel
4. Proposed Allocations for P.L.-576 Funds
5. Guidelines for preparation of districtwide vocational education plans.

Part I Administrative provisions
1. Scope and purpose of program provided for all persons of all ages from all communities
2. Public hearings and information

Part II Long-Range Program Plan Provisions
1. Employment opportunities
2. Vocational Education goals

Part III Annual Program Plan Provisions
1. Estimated Allocation of Funds

Section 102 (a) Part B

(P.L. 90-576 Funds - A new federal law which supplants all previous federal legislation dealing with vocational education, excepting only the permanent appropriation of the Smith-Hughes Act) General purpose of Vocational Education in Washington.

"... through cooperative action, selected functions of each agency as they relate to providing a vocational education and placement program in the state for handicapped persons and persons with special needs."

1. Disadvantaged Person - persons who have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps;
2. Handicapped - Mentally/physical

At least 15% of the total allotment for any fiscal year of funds appropriated under Section 102 (a) for Part B of the Act, or 25% of that portion of the state's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

At least 15% of the total allotment for any fiscal year to be used for post-secondary vocational education.

At least 10% of the total allotment for any fiscal year of funds appropriated under Section 102 (a) Part B of the Act shall be used only for vocational education for handicapped persons.

Nada Jarvus
Research Summary

New Worlds to Explore...views on elementary guidance
Compiled by Euclid Public School, Ohio, 1967

This booklet was compiled following a project in Elementary School Guidance under the National Defence Education Act. The purpose of the project was to conduct a series of in-service meetings to build a readiness for elementary guidance and to acquaint the staff with experts in the field of guidance.

The experts used as speakers were Dr. Ray Patouillet, Dr. Herman Peters, Dr. Elizabeth Drews and Dr. Walter Lifton. These speakers were asked to speak about issues in guidance. This booklet expresses their opinions.

Why guidance in elementary schools? All speakers agreed in these changing times we need to look at education and see if we are meeting these changes. We need to cut down on classroom casualities. Teachers are asking questions and need help. Guidance personnel is important on the elementary level.

The old ideas of guidance personnel are changing. The nurse, counselor, social worker, and phychologist are taking on new roles. They are developing into a "Child Development Specialist". This is a person who will focus on the child as a learner in the school system, who will counsel with individuals at times, and who will serve as liason with community resourse and has insights appropriate to this function. ... Patouillet.

All experts agree the child needs to know "Who Am I". He needs many experiences and needs to find challenges which are meaningful and inwhich he can be successful. They all were saying the same things Dr. Glasser says in Schools Without Failure. They offer the world of work as a most important resource to develop these concepts.

In the summation for what they plan in Euclid, Lester Angene, Supt. Euclid Public Schools states:

"Therefore we see a strong 'Guidance-in-the-classroom approach', the strengthening and support of the elementary teacher, the manipulation of environment to facilitate meaningful experiences, and the assistance of trained specialists for counseling, consulting and coordination Elementary School Guidance.

Nada Jarvis
Review of microfiche

Ed. 017-703
Tools and Machines
Geo. Wash. U. April 1966

This microfiche is a bisic reader designed for the disadvantaged 8th and 9th grader. It is of high inerest but with a 6th grade reading level. It contains illustrations and text for 36 hand tools, nine power tools, 10 fastening devices, 8 basic machines, 6 tractors, and 19 pieces of farm equipment.

The illustrations are smiple and clearly labeled. The use of each tool is described in a short paragraph.

I can visualize this material being used for individual study and a "must " for girls and boys unfamiliar with tools and tool names.

ED. 017-704
Occupations for You
Geo. Wash. U. Dec. 1965

This is a reading book for 8th and 9th graders to stimulate an interest in vocational choice. It includes a discription of 29 trades. In each trade the reader is given information about what the worker does, what training and qualifications he needs, earnings, working conditions, employment outlook and a listing of rewources to obtain further information.

This is good material but I felt it was not as well developed as the information being researched by Project VIEW.

The introduction to this book had some good questions that might stimulate a young person to do some serious thinking.

1. Do you like working with a group or would you rather work alone?
2. Do you enjoy working outside or inside?
3. Do you enjoy working with your hands?
4. Do you enjoy lifting and other heavy work?
5. What are your favorite subjects in school?
6. Do you enjoy reading by yourself or would you rather tinker with a motor?

Ed 017-705
Laboratory Training Experiences
Teacher and Student Manuels
Geo. Wash. U. 1966

This is a workbook and teacher's manuel. It has instructions and questions about 10 different laboratory situations. These 10 areas include gears, friction, levers wheels and

and axles, belts, pulleys. Details for set-up of lab are direct and clearly stated in T. manuel.

The questions in the students book are mostly one word answers and seemed to be based on recall and rote memory rather than on inquiry.

Negative factors include color coding for teacher and students pages. This can be confusing on film because both films show shades of gray. Also these pages were typed on both sides of the paper and when photographed you get both impressions. Reading was very difficult.

Ed. 017-706
Lab. Training Exercise
Geo. Wash. U.
Teachers and Students manuals

This includes 10 lab set-ups to develop understanding of magnets and electrical principles.

The student by following clear directions, learns by doing. He sets up his own lab and does the follow-up in his workbook.

This microfiche has possibilities in the classroom for individual study.

Don Ramsey

THE COMMITTEE"S CONCLUSIONS

L. The public educational system has a basic obligation to aid the preparation of all young people in the world of work.

Sound general education is essential to vocational preparation.

2. The number reached must be greatly increased. The levels reached must be extended. The areas of work covered must be expanded.

3. A complete program of vocational education begins when the individual enters school and includes:
   - A. understanding of the world of work
   - B. understanding of vocational opportunities
   - C. exploratory vocational and work experiences
   - D. pre-technical vocational education
   - E. training for a specific vocation
   - F. introductory employment experience

4. The prospect of change implies the danger of obsolescence of any set of skills, and demands that young people be so educated that they can move flexibly as changes occur.

5. The general educatinn of all students should have much more orientation toward the world of work.

6. Schools need resources and practices which facilitate close student-teacher relations and a relatively high degree of individualzation of instruction.

7. For the achievement of these multiple objectives the comprehensive high school generally provides a good setting.

Educating for Work

National Committee on Secondary Education

Copyright 1967

Paul Jenkins
Book Report

Under the provisions of the Vocational Education Act of 1963, a review was to be conducted in five years. This is that review.

Some main concerns reported are:

- The impact of the 2nd World War and the availability of college through the GI Bill.

- The Vocational Education Act of 1963 was looked at as being one of the most serious domestic problems facing the nation.

- The impact of the Vocational Education Act of 1963 was to serve the occupational needs of all people in a unified program rather than separate programs.

- Who gets Vocational Education.

- Recommendation: To continue the pursuits of the objectives set by the Vocational Education Act of 1963 and achieve others as indicated by the experiences of the succeeding five years.

Very dry summer entertainment.

Paul Jenkins
Micro Fish Report
Eric ED 028 259
Arizona Industrial Arts
Intermediate & Secondary Level Programs
1967

As stated in the forward, this is the first in a series of guides in industrial arts. Since we are living in the age of electricity-electronics interest among students is high to begin with and therefore the curriculum guide can be useful to many. It can be used not only for boys but also for girls so they can be prepared for effective living in our modern society.

The objectives of this curriculum as stated in the introduction are to provide a suggested course outline with student activities, teacher activities, and instructional aids which will be useful in organizing and teaching electricity-electronics.

Micro Fish Report
ERic ED 017702
Transportation Today and Tomorrow
Junior High Level
1966

This is a curriculum project to stimulate reading about mechanical and technological topics. Major portions are devoted to photographers and easy read descriptions with crossword puzzles built around names and ideas in the text.

I dislike the name since the Today and Tomorrow they speak of is already yesterday. I would advise anyone contemplating an adventure using this kind of material to be careful since in this day and age technology changes rapidly.

This material is possibly still useful but I question as to how long it will be an effective instrument.

Don M. Drengson
Book Report

THE PSYCHOLOGY OF CAREERS By Super

The Psychology of Careers is directed more toward the vocational councelors than toward grade school teachers. There are many bits of information, however, which should be quite useful to the elementary teacher. I have picked some of these which I feel are the most important. Super states that part time or vacation work provides youth with the opportunity to develop mature work habits such as regularity, punctuality, responsibility, etc. A part time job of some kind, then, should be provided for all youth in the very formative elementary years so that he may be given a chance to start developing good work habits, especially to develop the feeling of responsibility.

Another factor which influences a student worker's choice and attitudes is the contact he has with adult workers. Super, when he is writing about this, is aiming at a group older than elementary to grade school children. In our present working world pupils have little chance to see or talk to people at work. In order to give them a chance to develop concepts of different kinds of work and get to know people who are working, I feel that field trips to see workers and interviews with workers are two of the most important means to build in the pupil adequate concepts of work and types of work.

One of the most important aspects of developing a pupil into a good, stable worker seems to be the development of a good self concept. Super pointed out several times the importance of the self conceopt in choosing work and staying with the job. People who are unhappy with themselves also tend to be unhappy with any work they choose. In the grade schocl, then, we should work especially hard to help a child accept himself and to develop a positive constructive picture of himself.

If our schools could do these three things they would be taking large steps toward developing the individual to make wise and lasting vocational choices.

Don M. Drengson
Book Report

The Development of Tool Technology as a New Approach to the Elementary School Curriculum

By: Donald C. Agnew

The purpose of this proposal is to start a research program to study the possibility and effectiveness of including the history of tools and tool theory into elementary school curriculum. The proposal also provides for planning teacher training and subsequent evaluation of the program. The hopes of the author are that the inclusion of the study of tools in the school curriculum would help children who are limited verbally and to creat an appreciation and awareness of all children for the development and uses of tools. The study of tools and tool technology would, according to the author, make the child's learning process relevant to society, develop his interest in his world and reinforce his favorable self image.

The author places tools into two categories. "Soft" tools and "hard" tools. "Soft" tools are devinded as language, math and science. The "hard" tools man uses include inclined planes, lever, pulleys, etc. The author points out that children in our schools have innumerable experiences with the "soft" tools and a very limited experience with "hard" tools. According to the author, our schools should be providing experience in, and appreciation for both kinds of tools, since our technological society depends on both.

Some of the reasons for the exclusion of "hard" tools from the curriculum have been stated by the author. These include the lack of historical record in the development of tools and the fact that the school's historical purpose was to educate the elite for professions. In order to introduce tool theory into the curriculum, a "Tool Function Theory" has been proposed. This theory classifies tools into four categories depending on their function. These categories are Holding, Shaping, Reorganizing, and Changing Internal Conditions or Appearances. These categories have been determined by how the tools modify the environment.

Della Cornwall
Research

I. Babcock, Robert and Gerbract,Carl. Industrial Arts for Grades K-6
The Bruce Publishing Company, cr. 1959, pp. 150

The authors feel that industrial art type activities could be a means of teaching standard subject matter in the elementary grades by providing motivation and utilization of skills; socializing experiences; and, hand, eye and body coordination. They suggest the use of industrial art consultants who could provide help in processes, gathering materials, projects, manipulating tools, handling simple machines, etc., appropriate to the elementary level. Ideally students assist the classroom teacher in developing this part of the curriculum. Their plan cannot help but put more demands on the teacher and the heavily packed schedule in attempts to meet individual needs and interests and abilities of handling tools. The book sets forth plans for work and storage centers of vital equipment, techniques used for basic tool manipulation while working primarily with wood but also leather and metal. It conlcudes with a list of activities that could be coordinated with subject areas in the various grades including the value of field trips.

Criticism: The institution of such an industrial arts program does suggest possibilities for more activities and involvement of the children in the classroom. However, it is very limiting in it's approach to alert children to the great variety of vocations and skills in our working society. Only through the suggested field trips would they become aware of vocations using the techniques and tools that are emphasized which through the trend of specialization have less and less value in preparation for a vocation. In other words, this book is not a means to an end, vocationally speaking. It is more of a classroom activity book for grades K-6.

II. Kenneth Dawson and Lowell Burkett. A Conversation on Industrial Arts and Vocational Education. NEA Journal, November 1965

These educators feel individual projects are too limited, too slow and the goals are misinterpreted by parents and the public. They feel students learn faster and more by using group projects - several planning together and working with plastics, metals, leather, wood, electronics, etc. Today's program teaches more than plumbing. All the trades related to plumbing are exposed to the students, in greater depth, assisted with more math and science.

I like this quotation, "The terms of general education and vocational education should be combined into one word - GOOD education which will lead to worthy employment."

III. An Occupational Guidance Record for_____,Prepared by the World Book Encyclopedia Reference Library. Copywrite 1938 but reprinted currently.

This is a personal record book for parents to be used during the growing years of their sons and daughters as a means of helping them plan their vocational future. It asks specific questions related to their social behaviours, mental behaviours, emotional behaviours and physical behaviours then gives guidlines for encouraging or discouraging certain vocations because of the child's

aptitudes and abilities.

I feel the pamphlet has potential of being adapted for use in the elementary grades by making questionnaires to be answered at various levels by the child his parent and his teacher. These evaluations could be a part of the current Parent-teacher Conference and become a part of the cum folder where they would be quite helpful to the vocational counsellor when the young person is in need of more background. My thoughts vary. Would it be advisable to have and evaluation by the three individuals at grades 2,4, and 6? Or, perhaps the mother could answer one upon enrolling in grade one, teacher at grade two and student at grade three, then repeat this cycle in the intermediate grades. Or mayble some other plan would be better.

IV. Ann Bayer, Beginning Again in the Middle, Life Magazine, June 12, 1970

This is the story of five middle-aged men who changed from successful but routine careers, all of which had required intensive training, to something less demanding , but more rewarding to them. After working for approximately twenty years at their original jobs, each laid aside to do that which he wanted to do. Some took a cut in the annual income, some took risks with their savings, some went into harder work than before, some went into a job with less tensions and demands. Our affluent society has helped them change easily. The younger than 25 generation has made it fashionable to scorn security and encourage them in a sense. Age carries less stigma and experienced qualified consultants are in demand. So in spite of training and preparation and experience, the worker is always challenged to find a more satisfying way of life in keeping with his maturation and changing of values.

Dick Thomas
Research Summary

Bennett, Charles Alpheus, HISTORY OF MANUAL AND INDUSTRIAL EDUCATION UP TO 1870 C.A. Bennett Inc., cy. 1926, p. 437

This book is a history of, and should be considered as a historical background, on progress made in manual and industrial educational development and growth. The author considers developments, in this specified area, from the beginning of man to 1870. It is divided into different areas beginning with the period of time before the Renaissance, during the Renaissance and on up thru the Industrial Revolution. Some of the leaders in education that played a prominent part in this growth are Rosseau, Pestalozzi, Fellenberg, Wehrli, Robert Owen, and many others to include leaders in American education. For the most part, American educators observed progress in Europe and returned to America to initiate similar programs that warranted mention by Bennett. One theme that ran from the beginning to the end of the book was funds, or a dire need for money. In most cases programs failed because of lack of funds and did not last long enough to really test the ideas. In some cases programs failed because of a change of governments, especially in the 19th century. Educators needed funds then, and we still need funds now. Will we ever get enough money?

RECOMMENDATIONS:

This book in my opinion, is only good for someone doing a review of resource material in this particular area during this time span. It is wonderful in that it contains a copy, in most instances, of the original source material, which Bennett used to arrive at his conclusions. I do not recommend this book for anyone not doing a historical research. I suggest you put this book back on the shelf and select other resources, for review, that deal with issues of this day and age. This book is almost ancient history and makes for extremely hard summer reading.

GUIDELINES FOR THE SEVENTIES: Robertson, Von H., Editor
American Vocational Association, 1967 Yearbook, Trade and Industrial Division.
(American Technical Society, Chicago, 1967)

This particular volume was developed to meet the needs of pre-services and in-service programs for the teachers, coordinators, and supervisors in the field of trade and industrial education. It presents a broad scope of subject matter from a wide geographic spread of authors.

The field of vocational education is one definitely related to action. The more we use what we have learned the better the performance and understanding of that which was learned. We learn by doing. In vocational education the principles of mathematics, science, skills and technical knowledge are woven into a program which will help young people, and adults to enter and adjust to gainful employment or to upgrade themselves in their field of work.

Changing times, swift advancement in technical knowledge, and the increased number of young people in our population (by 1970 more than half of our population will be under the age of 25 years) gives rise to difficulty in breaking into the world of work, and will necessitate man training four to five times during his lifetime for gainful work. New methods for vocational training must be developed. Education and the development of our human resources is less costly than correction and remediation.

There is great need for those instructing in the vocational field to also be participants and masters of the trade or occupation he teachers. Because of this need it will be necessary to review teacher creditation. Some skills have advanced too rapidly to be certified in the usual manner.

The papers in this volume recommend the development of the occupational approach and informational program for kindergarten through twelfth grades.

The following quote again emphasizes the need for an integrated program for the Vocational Education. "If you cannot read, if you cannot spell, if you cannot work arithmetic problems, if you cannot talk about your work or explain what you are doing, you have little or no prospects for occupational training or a job."

AUTHORS: Melvin L. Barlow, David S. Bushnell, Larry W. Johnson, F.J. Konecny, Richard L. Lano, Robert M. Morgan, Jay L. Nelson, Lee W. Ralston, Joe L. Reed, J.C. Ruppert, Michael Russo, Byrl R. Shoemaker, Raymond L. Strum, and Grant Venn.

Occupational Awareness Class
June, 1970
Margaret Dawson

Diana Fithian
Research Review

Mapping Your Occupational Training in the State of Washington, Office of State Superintendent of Public Instruction, Olympia, Washington, 1963.

This occupational training directory for counselors contains information about the technical trade, industrial training, and distributive education programs offered at the community colleges and vocational-technical schools in Washington. Though basically directed toward career counselors, there is a section to the student which stresses the importance of knowing oneself when choosing career goals.

There are three main sections:

Section I consists of informationa bout the vocational-technical education institutions in Washington - numbering 20 at this publication, 13 community colleges and 7 vocational-technical schools. Four basic areas of instruction are available at this level - agricultural education, trade-industrial, distributive and home and family life. Characteristics of these institutions are outlined in the following catagories: 1) History and Development, 2) Instructional Programs, 3) Faculty and Student Enrollment, 4) Student Fees, 5) Student Services. Growht of vocational education has generally been associated with the nation's crises. Most of the present programs had their early foundations in the Smith-Hughes Act of 1917. Certificate of Pro-Arts degree are available upon completion of various levels of training. Addresses are given for obtaining further information.

Section II consists of descriptions of trade and technical occupational training courses, the nature of the work, and the employment outlook in the state. Course description and nature of the work are briefly discussed. Salary earnings are approximated. In most cases, schools which offer complete training and sources of information other than school are listed.

Section III is a description of distributive education courses available. In training descriptions, the programs are identified by job families - retail, wholesale, service sales, financial-service, and sales supporting occupations. In each area, job title listings are made which include entry, employee, supervisory, and management level positions. In addition, places of employment, occupation description, job requirements, employment in Washington, and occupational trends are noted.

In relation to elementary level vocational awareness, this book would seem to be most useful in making the teacher aware of the many occupations that require training other than four year liberal arts education. This increased knowledge will help in presenting a broader survey of occupations to children.

Diana Fithian
Research Review

Mapping Your Occupational Training in the State of Washington,
Ernest G. Kramer, Director, State Division of Vocational Education,
Coordinating Counsil for Occupational Education, 1968.

This directory contains basically the same information as the 1963 edition, but has more current and expanded information relating to training programs available at post-secondary levels in Washington.

Section I reviews the institutions offering such programs, following the 1963 format. There are now 28 post-high school vocational facilities -- 22 are community colleges, six are vocational-technical schools. This is an increase of 9 community colleges, and a decrease of one vocational-technical school. Lake Washington Vocational-Technical School in Kirkland was designated Area Vocational School in 1963. Spokane Vocational-Technical School and Seattle Public School-Adult Vocational Division became community colleges in 1963 and 1966, respectively.

Section II is a reorganization of Section II and III of the 1963 edition, a description of occupational training programs. Expansion of occupations and training availability is evident by additions such as homemaker's assistant, inhalation therapist, illustrator, instrument repairman. Descriptions of occupations are moreillustrative of the nautre of the work, as opposed to brief course descriptions of the 1963 edition. Again, employment outlook, wages, and hours are noted.

A new addition is a list of additional training programs, not now available in Washington State schools. Information can be obtained from the Occupational Outlook Handbook. Some interesting catagories are Aircraft Toll Design Drafting, Fisheries Technology, Landscape and Ornamental Horticulture, Marine Carpentry, Underseas Technology, and Wind Tunnel Model Making.

Mary Plapp
Vocational Awareness
Book Report

History of Manual and Industrial Education 1870 to 1917
By Charles Bennett.

The first half of the book deals with the growth of the mechanic arts in Europe. At the end of each chapter there is a list of source materials and references. At the end of the book there is a chronological chart of significant dates. These dates show the events that greatly influenced the development of manual and industrial education.

Many European educators who influenced the methods of teaching industrial education are discussed. Some of them based their ideas on the writings of Pestalozzi and Froebel.

The Scaninavian, Salomon, developed the Swedish system which differed from the Russian system. He believed industrial education should be an enrichment program for all elementary children instead of a technical type of instruction at the college level. One of his objectives was, "To instil respect for rough, honest, bodily labor."

In 1882 elementary education was made compulsory in France and they included manual training as part of the required curriculum.

The German Leipsic method included even the kindergarten and not just the two or three upper elementary grades.

Any type of manual training in England during the 18th century was confined to prisoners and juvenile delinquents. It wasn't until about 1885 that manual training was offered to boys who meant to pursue industrial trades as it would shorten their apprenticeship.

In 1880 a manual training school was opened in St. Louis and for the next ten years a controversial period developed as some educators felt that this type of training detracted from the education of the mind.

Then in 1899 John Dewey placed industrial occupations at the very center of the elementary school curriculum.

During the early 1900's intermediate industrial schools were organized as well as part time cooperative schools. At this time many states passed laws to encourage and aid vocational education and later the Smity-Hughes Act was passed which marked a new era in manual and industrial education.

Margaret Mattson
Book Report

Guidelines for the Seventies
1967 Yearbook
Trade and Industrial Division
American Vocational Association
Von H. Robertson, Editor

This professional publication contained fourteen chapters written by men deeply concerned with vocational education who share their current thinking and activities in the trade and industrial field.

Lee M. Dalston feels that vocational education is an application of the basic concept that the individual - if he is to function effectively in a democratic society - needs to be able to think, and to act, and to contribute to, and make decisions about the future of the culture.

He says the importance of vocational education to the individual student cannot be over-emphasized. Specific and salable occupational competency is the surest guarantee that the economic door will be opened to him.

Dr. Byrl R. Shoemaker reviews the principles of learning:

1. We learn best when we are ready to learn.
2. The more often we use what we have learned the better we can perform or understand it.
3. If the things we have learned are useful and beneficial to us so that we are satisfied with what we have accomplished, we retain better what we have learned.
4. Learning something new is made easier if the learning can be built upon something we already know.
5. Learning takes place by doing.

In Raymon L. Sturn's article he says that one in six of all the employed are sixteen to twenty one year olds. For school age youth this also means that one out of nine, now out of school, is jobless. He suggests we develop a kindergarten through twelfth grade occupational approach to attempt to create a realistically educational environment in which an attitudinal change toward occupational education takes place.

Apprenticeship---Vestal Style, by Harold J. Donovan
New York State Education
From The Education Digest, Dec. 1969

This article described a work study program developed in Vestal, New York High School.

The students attend school half days and work half days.

They had a work-study director who spends part of his time coordinating the program's activities with other high school departments.

Margaret Mattson
Book Report Cont.

Counselors play a key role because every effort is made to fit the job to the student not the student to the job.

Two students were sent for each job interview.

Vestal gives the student credit for successful completion of a semester's work.

Coordinator keeps close touch with the employer and sends progress reports to parents and an evaluation form to the employer.

This program is successful because the student:

1. Acquires good work habits.
2. Acquires a place in mainstream of high school life.
3. Acquires pride in earning his way.
4. Improves his self-image through success.
5. Helps college bound students find employment to finance education.

This program has proven very successful in Vestal.

A New Role for Industrial Arts, by Donald Maley
From the May 1970 Education Digest

Donald Maley suggests a form of industrial arts which explores the application of technology to the solution of the major social, environmental, and operatinnal problems that face mankind.

The author designed a program that grew out of work done by a group of competent advanced graduate students.

The specific direction of the program is aimed at the following ideas: emphasis on a program designed for the future, when today's students will live their lives. Technology will play a leading role in the solution of major problems facing mankind in the future, which include pollution, (air, water, noise, etc.), conservation (natural resources, human energies, materials, products, etc.), transportaion, housing and urban development, power generation, water supply, production processes, communications, and resource utilization.

He used three systems of study:

1. Unit approach
2. Group-project approach
3. Research and experimentation aimed at developing investigative, inquiring, and problem-solving abilities.

He ends with this thought:

The basic question is not whether industrial arts is willing to make the move proposed in this article. It is much more a matter of whether society can afford <u>not</u> to develop a greater and more effective understanding of the impact and potentialities of technology in the solution of man's problems.

Margaret Mattson
Book Reports Cont.

Careers "Doing Something" for Environment
From The Changing Times, July 1, 1970

This article dealt with the EEE available to college students who are interested in keeping this planet livable. EEE is Environmental-Ecological Education.

Physical and biological sciences:

An ecologist in the traditional sense is a biological scientist, and the biological sciences - including botany, microbiology, zoology and entomology--often supply the impetus for ecological programs. But the stargin point may also be in physical sciences, chemistry, physics, astronomy, metalurgy.

Engeneering

Engeneers work in environmental problem areas: design and development of such consumer producst as autos; activities related to production in manufacturing and mining; and construction of buildings, highways, etc. They're also involved in developing water-supply and waste--disposal systems and designing pollution-control equipment.

The major engineering specialties are aerospace, agriculture, ceramics, chemical, civil, electrical, industrial, mechanical, metallurgical, and mining engineering. All can be related to environmental problems.

Earth Science

The composition, characteristics and mechanics of the earth's land, water, interior and atmosphere is the province of earth scientists, including geologists, geophysicists and meteorologists. One of the environmental problems concerning them most today is air pollution.

Marine Science and Water Resources

The marine sciences including oceanography, are directly concerned with water pollution and protection of water resources.

Social Sciences

The study of man's behavior within his natural and artificial environment brings psychology, government, law, business administration and urban studies into EEE. Envrionmental law, for instance, is now said to be the fastest growing specialty in the legal field.

Environmental Health

In addition to physicians, scientists, and engineers specializing in environmental occupational and public health, this category includes industrial hygienists, who deal with the work environment, and sanitations involved in food and water protection and control of air pollution and radiological health hazards.

Margaret Mattson
Book Reports Cont.

Agricultural Sciences and Conservation

Some of the agricultural science specialists involved in EEE programs are agronomists who deal with growing and improving such field crps as cereals and grains, soil scientists and food technologists who apply science and engineering to food production, processing and distribution.

Forestry is one of the conservation professions.

To give an idea of pay levels, here are the median annual salaries to some environment-related sciences as reported to the National Science Foundation for 1968:

Atmospheric Science	$14,700
Food Services and Technology	$14,000
Oceanography	$13,000
Geology	$13,000
Agronomy	$12,800
Soil Science	$12,600
Botany	$11,000
Forestry	$10,300

James McLain
Book Report

Project P.A.C.E. — A Two Year Study

Project P.A.C.E. (Preparing, Aspiring, Career Exploration) was a pilot study made in the Dayton, Ohio schools during the 1966-67 and 1967-68 school years to find whether elementary students could benefit from a vocational awareness program. Initiated in two schools the following year. The two reports resulting from this study involved only the schools in their intitial year in the program.

A second objective of the study was to initiate an elementary guidance program in Dayton schools through the use of planned experiences in vocational-occupational orientation. A third objective was to discover what materials and procedures could be most effectively used in the awareness program. The study attempted to find answers to answers to a variety of questions including the following: (1) What grade level can vocational awareness best be used? (2) Does the counselor-teacher team make a difference in the effectiveness of such a program? (3) Do children become more or less realistic in their vocational aspirations as a result of being exposed to the units presented?

Grades two, four, and six were used in the pilot program during both years. Middle-income schools and low-income schools were both included in the pilot study. Three units of study were developed for each grade level involved. The second grade units centered around families as workers, workers in the neighborhood, and workers in different neighborhoods. The fourth and sixth garde units were built around the family and its work, exploring the world of jobs, and the individual qualities necessary fro success in the world of work.

A number of answers were found to the satisfaction of the oringinatprs of the study. It was ascertained that children in the elementary grades can profit from a vocational awareness study. The most useful commercial materials discovered were the Widening Occupational Horizons Kit (SRA) and Our Working World (SRA). The Dictionary of Occupational Titiles proved to both interesting and useful for students in grade six. Times studies, interviews, and job trees along with visitations to buisinesses were also effective. Personal involvement was the key factor.

These two reports should be of interest to elementary schools comtemplating writing vocational awareness units. The outline of units in the second report are particularly helpful. The most helpful unit is perhas the third unit for sixth grades centering on the personal qualities that must be developed by those who have developed an interest in becoming successful in the world of work.

James McLain
Book Report

The Articulation of Economic Education with Vocational Awareness

The economics education units in use in the Yakima elementary schools were written by elementary teachers and then rewritten and compiled by Mona Stacy. Each grade unit develops key economic concepts at a succeedingly sophistacated level. Each grade unit also includes a variety of discussion starters and activities. Also included in each unit booklet are sources of materials including poetry, library resources, music and audio-visuals. A teacher with only a minimum or no background is able to offer a good developmental economics program by using these units.

Even a very limited study of the economic education units reveals that the concepts taught are also necessary to any well thought-out vocational awareness program. For example, beginning in the first grade students are introduced to the conceopt of people as producers and consumers as well as workers being either producers of goods or services. Specialization, the concept of division of labor would be another example of what primary students learn in their study of economics.

The elementary social studies curriculum lends itself well to integrating vocational awareness into the regular curriculum. As an illustration the fifth grade social studies program can be used. At this grade level students study their country's history and geography. As each region of our country is studied students learn major ways of making a living in the various regions. They see the concepts of their economics education at work. While study the Middle Atlantic states some students may become interested in the steel industry and make a study of vocational possibilities. From their economics background they are well aware of the division of labor in the mill and its reason for being. They become aware of what workers are producers of goods and which are producers of services. Even though Yakima fifth gr rs are far from a steel mill they can learn much about occupations by lett writing, reading, and viewing of films produced by the larger steel comp es.

It would appear that vocational awareness units separate from the current social studies curriculum could also be developed by the teacher. Again, the key economics concepts would have to be incorporated in order that a successful unit might be designed. Perhaps the teacher would want to develop a unit on the jobs involved in harvesting apples in our valley carrying the process to the warehouse, the processors, marketing, shippers, and retailers. A study of the workers involved would keep students interested and buy using their skills of economic understandings and awarness of vocations for quite a while!

Conceivably students could probably benefit by being exposed to the experiences offered in the economics unit without many experiences of any depth into vocational awareness, but it would seem highly improbable that a program of vocational awareness can be very meaningful without an understanding of the economic concepts taught in Yakima elementary schools.

Pattie Mattson
July 14, 1970
Book Reports

Marie Perrone, Practical Nurse, Lillian Lerner, Margaret Moller
John Leveron, Auto Mechanic, Lillian Lernmer, Margaret Moller
Follet Vocational Reading Series

Here are two books written on a lower reading level, in factual story type fashion, about different vocations.

Each book is a complete story about a young person and his experiences in a particular vocational training course. It gives personal experiences as well as factual information concerning the vocation; this adds for more interest and individual identification for the reader.

The writing of each book is completed by a team effort of reading consultants and authorities in a particular technical field. This collaboration insures not only good sound vocational information, but material on a reading level of many young people who would otherwise miss this opportunity. The books are also written for building reading skills.

Each book is cut into many chapters with though questions and word definitions as introductions; this stimulates interest in the mind of the reader and starts him thinking more deeply. At the end of each chapter is a comprehension check, with a great variety of activities, and a quick timed reading and check of it. Charts are provided in the back for keeping track of scores and progress made.

A special page is devoted to technical vocabulary. It is categorized according to chapters, and the student is to check here before reading the chapter. If there are words he does not understand, he will find the definitions in the alphabetized glossary.

These are good books for fostering interest and for showing that these training possiblities can be made available to many students, not just the intellectually inclined.

The Auto Mechanic, especially, brings out the fact that the slow reader has big possibilities in this area if he will take the special effort to improve his academic standing.

I feel these books would be very valuable in any classroom of upper intermediate or junior high students where vocational awareness is to be stressed.

Virninia Russell
Magazine Research

Reed, Betty J., "Thank You for Coming," The Instructor.
(October, 1967), pp.77-78.

When the Elementary Curriculum Department of Minneapolis Public Schhols assigned a program coordinator for a Community Resource Volunteers Program, over fourhundred people volunteered. Teachers, principals, parents, civic, service, and educational organizations in the community were contacted by letters and questionnaires. People in feature newspaper articles were also contacted.

At a volunteer's first appearance, he is evaluated by teacher, program coordinator, and principal. If the presentation is approved, and information sheet is filled out by the speaker. it includes: name, occupation, background curriculum area, specific unit, grade level of presentation, special arrangements or equipment necessary, times available, transportation needs, suggestions for class preparation and follow-up.

Every elementary school in the district has a file containing copies of these sheets.

Teachers needing resource aid send in a form indicating the type of help needed, possible dates and time of day. If approved, confirmation is sent to teachers, principals, and the particular resource volunteers. Records of school visits and evaluations are kept for each speaker in the district office.

This program seems to be one that could and should be started in all school districts, Yakima included!

Monahan, William W., "Has Your School Considered Ed. T?",
The Instructor. (August, 1967), p. 107.

The schools of Ross, California are using a new resource to bring the community into the classroom. It is called Educational Telephone, the process by which resource persons can visit the classroom in a convenient and efficient manner. Many people are thus able to speak with the students, who are too busy or too far away to visit the schools.

The telephone company has installed a telephone, small speaker box, and a small amplifying box in each school. These are placed on a movable cart. Jacks for telephone outlets are placed in four classrooms per school.

The Ed. T. can be checked out from a school's audiovisual center and wheeled to a classroom. The telephone is plugged in, amplifier and speaker placed facing the class, and the resource person is ready to be phoned. Students can hear from their regular seats, but a speaker can be no less than ten feet away from the phone.

It has been suggested that speakers talk ten to twenty minutes with a question and answer period following. Cost of the entire operation for a year in the Ross School District was only one hundred fifty dollars.

Book Summary
Virginia Russell

Scobey, Mary-Margaret, Teaching Children About Technology. San Francisco: McKnight and McKnight Publishing Oc., 1968

As an aid to the teacher planning curricular experiences for elementary children in the area of industry and the world of work, this book should be available to all teachers on every level. It is thorough, practical, and most inclusive of information regarding current knowledge about various industries as well as applying this knowledge in meaningful ways to the elementary curriculum.

Part one provides the theory and research of studying technology in the elementary school--its importance, relationship to each curricular area of study, selecting particular curricular experiences, and classroom organization, types of hand tools, and resource guildes.

Par two describes major industries of America which may be classified according to man's basic needs of food (food processes), shelter (construction materials), and clothing (textiles and clothing). Man's achievements, his use of power sources, transportation vehicles, and tools of communication are also covered in great depth.

Part three provides practical information in applying the knowledge gained in part two to actual classroom experiences. Each segment of this chapter relates directly to those in part two. They include: reproducing common foods, making shelter and household tools, preparing materials for clothing, experiments with power, construcing transportation models, making instruments of communication.

This four-hundred page text is truly a work of technical art in itself. Supplementary activity lists and reference sections at the end of each subject, the excellent photographs, and explanatory diagrams, and the highly-efficient organization of information confirms this text to be of outstanding value to teachers on any grade level.

Coleen Shannon
Book Report

Developing Vocational Instruction, by Robert F. Mager and Kenneth M. Beach Jr.

I was most impressed with this book. So many books that are written to help teachers are so full of theory with no practical application, however, these two authors are not guilty of this. This book is a very well-organized step by step account of setting up an effective vocational education program. It is short and to the point with excellent examples of points covered in the chapters. I should think this would be mandatory reading for any teacher in the vocational field.

I was glad to see examples of behavioral objectives used in the book. I noticed that only one speaker this summer referred to behavioral objectives when they are such an important part of teaching. This book shows the proper way to write a behavioral objective and takes it one step farther by showing proper test items to use along with the objectives.

This book is practical. It's full of information needed to be well-organized and effective vocational teachers. I think it is well worth time time it takes to read it.

END

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